



Okehampton College

Behaviour for Learning Policy

(Including: Exclusion, Anti-bullying and Prejudice guidelines)

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Rationale

Okehampton College is dedicated to ensuring an inclusive and safe environment that supports the learning and the wellbeing of all students and staff. The aim of this policy is to encourage a strong sense of community cohesion and all-round commitment to everyone having the opportunity to make best educational progress possible.

Community, opportunity, respect and equity are core values of our College and we work hard to provide a safe and enabling environment for all.

This Policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that may be enforced if this policy is not adhered to.

The College aims to design and implement services, policies and measures that meet the diverse needs of its workforce ensuring that none are placed at a disadvantage over others. Legal duties under the Equality Act 2010 and Human Rights Act 1998 as well as other relevant legislation and guidance deemed relevant, all proportionate reasonable adjustment will be made to ensure all are fairly treated avoiding direct and indirect discrimination, harassment and victimisation. To this end appropriate support should be considered accessible by all and it is important that anyone considering anyone in need of support

feels able to raise this with the Pastoral Care team speaking up for others who may not feel able to speak for themselves.

It is considered important that all regard themselves obligated to respect the dignity of others and value of tolerance. Students, visitors and staff alike are entitled to expect the College will take seriously need to feel supported and safe. The specific rules and arrangements in place are justified to promote good behaviour, self-discipline and respect, prevent bullying, ensure pupils complete assigned work and regulate the conduct of pupils to ensure a safe and respectful environment for all to learn and achieve in.

Policies are addressed to the whole community but with recognition that we are a community of individuals each requiring potentially different types of support at different times in our educational journeys to thrive rather than survive. Anyone with any specific needs or concerns or feeling unable to understand or comply with any rules set out in this or any Policy or who considers any aspect of the rules articulated unfair generally or specifically should themselves (or via friend or relative) discuss with their Pastoral Care Team leader in the first instance.

A relevant aspect of avoiding prejudice of any sort is a willingness to listen and learn and change avoiding anyone feeling outside of others consideration of their specific needs for support.

All should understand that within a community established for the purposes of ensuring student learning is promoted within a safe environment there are boundaries beyond which no individual support adjustment may be capable of being considered reasonably proportionate which in turn may lead to consideration of fixed term or permanent exclusion. All should read the exclusion policy noted later in this policy and staff should also be aware of their own professional conduct rules, their responsibilities and those of others. Serious breach, or persistent breaches of this policy generating a situation where the safety or well-being of anyone is or is feared placed at risk may result in formal sanction involving fixed or permanent exclusion of a student or students following due process and likewise following due process or so far as staff members are concerned their removal from duty or dismissal.

Okehampton College Aims

- To celebrate and reward students who endeavour to succeed and progress
- To develop a kind, thriving environment where students learn and teachers teach well.
- 'Ready to Learn' is a whole school system, which all staff will use in a fair and consistent way.
- To encourage a culture of mutual respect.
- To ensure staff and students are clear about the difference between acceptable and unacceptable behaviour.
- To encourage students to take responsibility for their own actions.
- To enable teachers to deliver engaging and stimulating lessons all of the time without unreasonable disruption.
- To work with parents and students to resolve behavioural concerns.
- To provide appropriate support for all students so they can achieve their best.

Okehampton College Guidelines

The college uses ClassCharts and pastoral support systems to monitor achievement and behaviour.

The Code of Behaviour which has been developed in consultation with students, staff, parents and Governors sets out expectations in terms of behaviour and is displayed in classrooms and corridors.

Staff responsibilities are outlined in this policy, which aims to support positive teaching and learning for all.

Student behavioural concerns will be recorded on ClassCharts and all staff and parents can see this information daily, via their ClassCharts accounts noting that confidentiality of each student will be respected and sharing of information will take place in accordance with legal duties only.

As required CPOMS (a software program) will be used to record any safeguarding concerns in compliance with legal obligations holding a record of any safeguarding concerns raised. It is the responsibility of every staff member to use CPOMS and undergo regular training to ensure effective use

Data on exclusions and outside referrals will be maintained.

Specific behaviour concerns may be recorded in witness statements and/or in incident forms. If required blank incident forms can be found in pastoral support areas and the pastoral support team may be involved in taking statements. It is the responsibility of all staff to undergo training related to taking witness statements and completing incident forms so that they are able to assist others if required.

The College's Behaviour Support Team will be involved in review of statements and forms as well as decision-making concerning actions to ensure consistency of approach

The Education Welfare Officer will also hold regular meetings with Heads of Houses and the Senior leadership team to review the needs of individual students.

Compliance with this Policy is the responsibility of all staff working together with students, their parents and other external bodies and individuals.

The Vice Principal, Assistant Principals and other senior and middle Leaders will act as coordinators, working together with the Heads of Houses to ensure adherence to principles of fairness and equity.

Key Points

Students' Conduct off Site

Teachers have a statutory power to impose sanction upon students for misbehaving outside the college premises. This is generally called disciplining and in this regard the remit of the College's Policy extends outside of the immediate College environment.

Students may therefore be disciplined for any misbehaviour when:

- Taking part in any College organised or College related activity;
- Travelling to or from College;
- Wearing College uniform;
- identifiable as a student of the College or
- misbehaviour at any time, whether or not the conditions above apply, which could:
 - have repercussions for the orderly running of the College;
 - pose a threat to another student or member of the staff, visitor or member of the public;
 - adversely affect the reputation of the College.

School expectations and reasonable requests, which had been agreed in consultation with students.

- Sit where you are asked – raise any concerns politely with staff.
- Be ready to learn with the correct equipment and sit up straight.
- Treat everyone with RESPECT – listen well.
- No swearing or abusive language.

- Allow others to learn – do not disrupt or distract others.
- Work in silence when an adult asks you to.
- Work to the best of your ability and try all tasks set.
- Stay in your seat, unless you have permission to leave.
- Do not eat or drink in lessons – only water is allowed.
- Phones and headphones should be out of sight and silent.
- No graffiti
- Be kind
- Be polite
- Walk on the left
- Leave light switches alone
- Pick up litter
- No shouting
- No phones or headphones between lessons
- No running
- No physical contact with others

The above should be regarded as non-exhaustive list. The fundamental issue to be grasped being that all students are entitled to have the best possible chance of achieving their educational goals and teachers should have best possible prospect of supporting every student to make educational progress within a safe and respectful of each other community.

Searching and Confiscation

Confiscation

The Principal, and staff authorised by the Principal, have a statutory power to search students or their possessions, without consent, where it is suspected that the student has certain prohibited items. Illegal items brought in by students will, if appropriate, be reported to the Police.

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction where lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the College.

It is our first priority to ensure that everyone feels is safe and secure and respected in the College environment when they are in our care. Any items in anyone's possession that may jeopardise the safety of other students or themselves or infringe the rights of others not to be disrespected will be taken away from them. Notice is not required and may be immediate in respect of perceived threat with there being opportunity to make representations as to reasonableness after the event of confiscation/seizure. The authority of an adult is to be respected and member of staff decision in any situation is to be regarded in the first instance as non-negotiable.

Search

A teacher or someone who has lawful control of any student can search that student **with their permission** to look for any item that the College has specified must not be brought into school or which reasonably ought not to have been brought into the College. The Principal and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

Tobacco, cigarette papers and e-cigarettes

Fireworks

Pornographic images

Articles that have been or could be used to commit an offence or cause harm. For avoidance of doubt such items include knives, firearms or other objects which may be perceived as imitating such items though fake

If any person is unsure or in any doubt about whether any item might be considered “prohibited” then the best advice is not to bring that item into the College. To mitigate risk of search and sanction if having brought such item into the College then it should be handed to a member of staff immediately.

It should be understood that confiscated prohibited items may be destroyed or given to the Police. The Police will decide whether any further formal legal action or charge is appropriate but are unlikely to take lenient view of prohibited items posing risk of harm to others which would be considered illegally possessed.

Electronic Devices

The Education Act 2011 allows staff to seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Advice may be sought from the Police as to whether erasure or destruction is appropriate and the Police will decide as to whether any further action or charge is appropriate with warning that a lenient view is unlikely to be taken of any materials held on any device which would be considered illegally downloaded and possessed in breach of Law related to copyright and decency.

Students are cautioned by the College to consider carefully whether materials that might be considered amusing to them may if shared cause significant offence to others and breach principle of respect for the dignity of others.

Power to use reasonable force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Okehampton College does not encourage the use of force. It will be used very rarely but is an option in circumstances threatening the safety of an individual or others generally. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff have the authority to use force when reasonable, and this extends to any other person whom the Principal has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force or restraint, the College will speak to the parents concerned.

Such serious incidents involving the use of force will also be recorded by the College and as may be necessary investigated further.

Basic Rules

Attendance

Regular attendance at school is required by law, Okehampton College takes attendance very seriously. There is a register taken at the start of the start and each lesson at the College. Disciplinary action may be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons for late or non-attendance. College support systems may in some cases help positively remedy the situation and some students may have special reason for non-attendance that should be made known in advance or agreed to avoid being inappropriately marked as late or non-attending. More information can be found in the Dartmoor Multi Academy Trust **Attendance Policy** which is located in the policies section of the Dartmoor Federation website.

Uniform and Appearance

There is no legislation in place that deals specifically with school uniform or other aspects of appearance but the College is expected to take full account of Department of Education guidance.

The Department strongly encourages schools to have a uniform as this generally is considered contributing to setting an appropriate tone and ethos of a committed 'Ready to Learn' cohesive community. Uniforms can instil pride, support positive behaviour and commitment to disciplined approach to learning. Uniforms can help build sense of shared identity between diverse members of a College community and facilitate proud sharing of the College ethos of striving to support one another and our being kind responsible citizens within the wider Community in which we live. It is appreciated that not everyone feels the same way about uniforms but most organisations have a dress code which is considered reasonable often reflecting safety in terms of avoiding jewellery that may heighten risk of injury to self or others.

Standing out from the crowd by adopting different dress code is not considered respectful of inclusive harmony between individuals. Generally, it is considered that all students are better protected from social pressures to dress in a particular way which may not be affordable by all if a College insists on same uniform dress code for all its students appreciating that boundaries concerning dress are also set for staff.

Reasonable adjustments may be agreed for instance to accommodate a religious dress code requirement. Help and support may also be available to parents with the costs of ensuring compliant uniform turnout.

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance, which helps to instil sense of personal orderliness and discipline as well as pride in appearance. The College is a place of learning. Overall, there is less risk of distraction in lessons and victimisation or bullying if students adhere to uniform and appearance requirements in the same way. Accordingly, the College's insists that Uniform should be worn by all students from Year 7 to Year 11.

Students who come in repeatedly without the correct school uniform on may be sent home to change.

In order to ensure consistency and high standards and expectations of uniform students might be asked to wear spare college uniform if they are not dressed correctly, in accordance with the standards and expectations. Uniform will be loaned to students for the day and will be expected to return the uniform at the end of the day. Refusal to wear loaned uniform if the students is in the incorrect uniform will be treated as an act of defiance which may result in sanction.

In terms of appearance students are not generally permitted to wear badges, jewellery or have visible tattoos, body piercings or make-up.

There are, of course, situations like College plays and certain events where dress down will be allowed and if this is the case then those involved will be expressly made aware that they will not be required to wear uniform.

Roles and Responsibilities

Entitlements and Responsibilities

Students are entitled to:

An inclusive education where their needs are met so that they feel safe, enjoy their learning and make a positive contribution to the College and its community;

An educational provision that promotes equity;

A broad and stimulating curriculum that encourages and engages;

Learn in a disruption free environment;

Be free from circumstances in which they are bullied, ignored, ridiculed, or subjected to any forms of discrimination;

A voice where their ideas and concerns are heard and taken seriously consistent with acknowledging the needs of others and overall dignity and respect of every person.

Students have a responsibility to:

Work to the best of their ability;

Have respect for everyone within the College and its community;

Take good care of the College environment and its property;

Accept and support the College Behaviour Policy.

Raise with Pastoral Care Team in first instance themselves or via another any need for support

Teachers are entitled to:

Enjoy teaching, without being subject to the stresses caused by unacceptable student behaviour.

Regular professional development on behaviour strategies;

Shared respect for a defined range of disciplinary measures and sanctions;

by way of ,acknowledged right to interventional support from leaders across the college including SENCo and Inclusion staff and adherence to detention and exclusion policy processes;

Freedom from verbal abuse, threats or physical assaults within their working environment;

Consultation on the Behaviour Policies of the College;

Sufficient up-to-date books, materials and equipment to meet the learning needs of all those in the College Community;

Sufficient up-to-date Information and Communication Technology.

Teachers have a responsibility to:

Keep their students safe;

Respect the students they teach;

Be committed to and have high expectations of student learning;

Encourage good behaviour, achievement and progress, and reward this wherever they can;

Take an active role to prevent all forms of bullying amongst students;

Follow College Guidelines on how to promote positive behaviour;

Reward positive behaviour and achievement;

Keep parents informed of a student's educational and social progress;

Work as part of a team with other teachers and support staff;

Discipline students whose behaviour is unacceptable, who break the College Code of Conduct or who fail to follow reasonable instruction in order to achieve the entitlements of all staff and students.
Adhere to individual student management plans and expect best possible support from students, parents, staff and support teams

Parents are entitled to:

Expect a high standard of educational provision;
Have the needs of their child met to the best of the college's ability involving College SENco and Local Education Authority SEND team as may be considered helpful to ensure best support
Information on their child's progress;
Information on how the College works to promote positive behaviour and what they can do to help;
A voice to share any concerns or ideas to help their child .
Commitment to identifying special support needs and discussing the same

Parents have a responsibility to:

Support the College with its rewards and behaviour policy;
Encourage their child to engage with their education and learning;
Check their ClassCharts account to monitor their child's behaviours and rewards;
Encourage that their child respect's the authority of teachers and support staff;
Prepare their child for College, including providing breakfast and the conditions for a good night's sleep;
Taking all reasonable steps to ensure that their children carry out work set for them;
Respect themselves the staff, students and the College environment.
Raise any concern that their child's needs are not being understood or met
Discourage foul or abusive language or bringing on to College premises any prohibited item
Ensure their own awareness of uniform and appearance requirements and other conduct expectations

Governing Body has responsibility to:

Contribute to the formulation of the Policies of the College.
Ensure that the health and safety of the entire College community is not undermined or jeopardised.
Contribute to the positive ethos of the College and to the College's work in enhancing students' learning.
Undertake and ensure individual governors undertake training relevant to performance of its statutory role and duties in accordance with its duty of care

Monitoring behaviour, achievement and progress through the use of ClassCharts:-

Negative Behaviour points can be given for the following reasons:

- Incorrect uniform
- Not equipped
- Home learning non-compliance
- Inadequate work
- Lateness
- Inappropriate language
- Bullying
- Truancy
- Disruptive behaviour
- Damage
- Threatening behaviour
- Theft
- Prejudicial behaviour affecting welfare of others or self
- Being off site without permission
- Smoking

Dangerous behaviour
Physical assault
Verbal Abuse
Bringing the College into disrepute

As above proportionate and reasonable adjustments supportive of each student's needs will be provided to ensure avoidance of negative behaviour.

Positive Behaviour points can be given for the following reasons:

Outstanding effort
Outstanding contribution
Outstanding approach to learning
Outstanding classwork/homework
Outstanding progress
Good social or personal Responsibility
Good Equality demonstrated
Good Sincerity demonstrated
Good Participation
Good expectations achieved
Good caring attitude
Good tolerance demonstrated
Positive effort
Positive contribution
Positive approach to learning
Positive classwork/ homework
Positive progress

When student achieve a threshold number of positive behaviours the College will reward this in a range of ways. Assessment as to whether a student has acted in a positive, good or outstanding way will take into account that some may struggle to always maintain high standards and so be particularly deserving of praise when managing themselves to avoid dysregulation incidents.

Rewards include:

Letters homes from tutors, heads of houses, assistant principals, vice principals and the principal;
Lunch queue passes;
Reward films;
Common room access;
Breakfast with the principal;
End of term prizes;
Rewards evenings;
Graduation;
Vouchers;
Cinema trips;
Prize draws.

Tutors monitor negative points in the first instance. When students accumulate 25 behaviour points they are expected to attend a college detention. College detention takes place once a week for 30 minutes at lunchtime and 90 minutes after school, on the same day.

If a student consistently accumulates high numbers of negative points then additional sanctions will be enforced but additional support will also be initialled and implemented.

Examples of additional sanctions include:

Internal isolation;
Internal exclusion;
Fixed term exclusion;
Managed move;
Permanent exclusion.

Examples of additional support include:

Tutor report;
Student progress leader report;
Subject report;
Pastoral support programme;
Behaviour Support programme;
Educational psychologist assessment;
Speech and language assessment;
Early help referral;
Peer mentoring;
Engagement with external agencies
Forest school;
Individual educational plans.

Pastoral Support Programme

If a student is in danger of permanent exclusion, a meeting will be called to discuss their future at the College. Parents are invited to these meetings along with the student, the Associate Leader responsible for standards, the Head of Year and the Inclusion Manager. In some instances, the Education Welfare Officer and representatives from external agencies may be present. The Pastoral Support Programme is agreed detailing future actions, targets and expected responsibilities. A review process will take place after **four, eight and twelve** weeks.

Alternative Educational Provision

The College is very proud of its links with other educational establishments and work placements. A flexible schooling programme can be put into place should it be deemed appropriate following meetings with senior staff at the College.

Behaviour Support Programme

Students who have been identified as needing support with managing their behaviour will be placed on a Behaviour Support Programme. The Programme is intensive and parents will be consulted.

Role of the Tutor

The Tutor has responsibility for the overall monitoring of the Tutor Group, including:

Overall academic progress
Welfare checking

Uniform
Attendance
Punctuality
Behaviour

The Tutor should use professional judgement regarding when to refer to the Head of House. However, if the student fails to respond to the action of the tutor there will be an immediate referral to the Head of House.

The Head of House interviews the student, discusses the issue. If there is no satisfactory improvement, the Head of House or tutor contacts the parent/carer by letter, E-mail or telephone. This may lead to a student being placed on report or another type of intervention. If the Head of House does not see satisfactory improvement, the matter is referred to the Assistant Principal. Parents may be invited in to discuss the situation with the student and other relevant staff if appropriate and a Pastoral Support Plan (PAP) will be negotiated by agreement. Students may enter the College with a Local Education Authority Education Healthcare Plan (EHCP) specifying their support needs and communication arrangements agreed with their parents. Others may join the College with special needs but no plan or with special needs that no-one has identified at primary school level. With regard all students it is important that parents and others keep in mind possibility of an unmet or unidentified special need and discuss any concerns with the College to ensure the right support is provided involving external bodies such as Local Education Authority SEND team in multidisciplinary assessment processes.

Ready to Learn

Aims of Ready to learn are to:

Celebrate students who succeed and progress

Develop a kind, thriving environment where students learn and teachers teach well.

Ready to Learn is a whole school system which all staff will use in a fair and consistent way.

Eliminate disruptive behaviour.

Ensure staff and students are clear about boundaries between acceptable and non-acceptable behaviour.

Encourage students to take responsibility for their own actions.

Enable teachers to deliver engaging and stimulating lessons.

*Professional judgment and proportionate reasonable adjustments will always be made to support all students and we recognise that some students will need additional support with our systems at times.

Our staff will work together with pastoral support staff and the SEND faculty to ensure correct decisions are taken and support put in place which may involve provision of aids and equipment aside teaching assistant as well as other tutoring and addition support.

Ready to Learn procedure:

1. A clear warning will be given.
2. Students who don't meet College expectations after receiving their warning will be told again clearly and firmly to go to R2L. and will be given corridor pass.
3. Students will also be told when to attend a restorative conversation with their teacher.
Students are expected to meet behaviour expectations in R2L and reflect upon how they will approach their restorative conversation with their teacher

Staff will use the Ready to Learn guidance to ensure consistency. This includes the use of common phrases and scripted cue words.

Students are expected to act responsibly and report themselves to R2L immediately, once they have been instructed to leave the lesson.

Before the student leaves the lesson teachers must give the student a corridor pass and also write down the time and location for the restorative conversation.

Students can expect to be in Ready to Learn for 2 periods.

We operate a single warning system, and a single warning ready to learn system, which will result in further sanction.

*Professional judgment and proportionate reasonable adjustments will always be made to support all students and we recognise that some students will need additional support with our systems at times. Our staff will work together with pastoral support staff and the SEND faculty to ensure correct decisions are taken and appropriate individual support put in place.

Detention

Tutors monitor negative points in the first instance. When students accumulate 25 behaviour points they are expected to attend a College detention. College detention takes place once a week for 30 minutes at lunchtime and 90 minutes after school, on the same day.

If a student consistently accumulates high numbers of negative points then additional sanctions will be enforced but additional support will also be initialled and implemented.

Parental consent is not required for detentions. However, the College will act reasonably when imposing a detention.

Where the detention is outside College hours, parents will receive twenty-four hours' notice via ClassCharts or contact from the tutor.

However, the College will ensure that reasonable time is given for the student to eat, drink and use the toilet.

The College, in some circumstances may decide to place a student in Internal Isolation in which case the student will complete work under teacher supervision.

Parents might then be responsible for student transport arrangements but parents will be notified of this.

Internal Isolation

Students are referred to Internal Isolation for more serious offences, truancy or a persistent refusal to abide by College expectations. Internal Isolation is an area, manned by teaching staff and might take place outside of the normal school times. Students will have work provided for them during this time, for the lessons they are not attending. Parents are informed of this sanction by telephone and this sanction will be recorded on the college behaviour monitoring system.

Bullying and Prejudice Incidents (Including homophobic, transgender and racist incidents)

The Equality Act 2010 introduced a public sector equality duty. Okehampton College acknowledges its legal duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This duty covers the ‘protected characteristics’ which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Under the public sector equality duty, we will act if we are aware of the use of racist language or language that targets pupils or College staff because of a protected characteristic.

Examples of racist incidents include:

- Refusal to work together and co-operate with others because of their race or ethnicity ;
- Racist remarks or jokes;
- Assault;
- Promotion of or sharing of racist materials;
- Racist graffiti;
- Name calling.

At Okehampton College we ensure that all students are able to learn in a supported, cared for and safe environment. Bullying is anti-social behaviour and it is not acceptable for any student to feel in fear of being bullying within the College or off site. At Okehampton College, we see bullying as unacceptable and operate a zero-tolerance approach to bullying. We understand that bullying thrives off secrecy, silence, and so we, as a College encourage all students to report bullying incidents. Only when incidents of bullying are reported and addressed, will students be able to feel fully safe and benefit from the opportunities available at the college.

The Department for Education defines bullying as *‘Behaviour by an individual or group, usually repeated over a period of time, that intentionally hurts another individual or group either physically or emotionally.’*

Bullying can be verbal or physical, and can be directed at both staff and students. The College practices a preventative strategy to reduce the chances of bullying.

All types of bullying are unacceptable and addressed with this Policy being just one means of raising awareness.

Bullying can include:

Physical – Assault, pushing, shouldering, elbowing, tripping, slapping, hair pulling, unacceptable touching (including those of a sexual nature), blocking, pinching, stabbing. Any other activity that used in a way that makes another person feel threatened or intimidated.

Verbal – Racist, sexist, homophobic or any words used to cause offence, comment on a person's appearance, home life, social/economic circumstances or academic ability, designed to be hurtful, or used to intimidate.

Written – Including note passing, threatening letters, graffiti, damage to property.

Emotional/psychological pressures – Social exclusion, looks/glances, rumours or name calling, pressuring friendship groups or other activity to intimidate or hurt an individual.

Cyber-Bullying - Including text messages, email, social media or other forms of the internet used to hurt and intimidate people.

Signs of Bullying

Although there is not a set list of signs and symptoms of someone who is being bullied, usually the behaviour of young people changes.

Below are common signs:

- Belongings getting 'lost' or damaged;
- Physical injuries, such as unexplained bruises;
- Being scared to go to school and so attendance is impacted;
- Struggling academically at school;
- Withdrawn, anxious or issues with mental health;
- Bullying others.

Okehampton College will take bullying seriously and act as quickly as possible to establish the facts record and report the incident. Depending on how serious the case is, it may be reported to the Principal.

Dealing with Bullying and Prejudice Incidents

Students who are victims of bullying or prejudice should:

- Report the incident to their form tutor (and/or lesson teacher that the bullying is happening in) as soon as you can.
- Report the incident on the orange incident forms which can be found in treetops
- The pastoral team (SPLs, Tutors or Treetops staff) and Senior Leadership Team when appropriate will then deal with bullying or prejudice incidents.

The team, using the incident forms, will work with both the aggressor and victim to:

- Provide reassurance;
- Discover what has happened;
- Investigate why the incident has arisen;
- Establish what was wrong and what needs to change;
- Inform tutor and class teachers of the incident, to ensure support in all aspects of school life;
- Support restorative conversations (*where appropriate*)

- Ensure all students will be listened to, with individual cases considered, ensuring that appropriate action is carried out for each incident.

Strategies to deal with bullying and prejudice incidents

Once investigated fully actions may be used to deal with bullying incident:

- Apology from bully to victim (verbal/written);
- Discussion of victims own behaviour;
- Intervention/steps put in place with the bully to encourage improved behaviour;
- Intervention/signposting to organisations to support victim after incident;
- Monitoring of the bully to prevent future negative behaviour;
- Provision of on-going welfare support given to the victim to support their time at college avoiding repeat incident and restoring sense of the College environment being safe for them to work in;
- Implementation of disciplinary actions;
- Informing parents/carers via telephone, email or invitation to school for a meeting;
- fixed term exclusion indeed permanent exclusion may be considered appropriate and students should be aware that in cases of bullying that is associated with aggression, assault associated with another's protected characteristic may result the Police being involved.

Bullying and prejudice can have both short and long-term impacts on both the victim and the perpetrator; some which can even affect young people into adulthood. Due to this, the College aims to work on minimising these effects by addressing bullying incidents and stopping them as quickly as possible, and providing the necessary support for all students involved to avoid any repeat or any sense of toleration.

Okehampton College wants to make sure that all students feel safe, and accepted in our community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

Fixed Term Exclusions

A decision to exclude a pupil for a fixed period must be lawful, reasonable and fair and only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate.

When considering the decision to exclude a pupil, the Head Teacher will:

1. Carry out a full and thorough investigation;
2. Consider all evidence and ensure that equality is promoted at all times in relation to SEN, race, gender and disability;

*Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make proportionate reasonable adjustments to policies and practices.

3. Ensure that the pupil has given their version of events;

4. Investigate whether the incident may have been provoked by something e.g. bullying, racial or sexual harassment;
5. Keep a written record of all actions taken, any interviews with pupils concerned, any staff Statements.

This list is not exhaustive and each incident will be considered in line with the procedure set out in the Exclusion Policy to ensure consistent and appropriate course of action. In the case of a Fixed Term Exclusion, parents will be informed as soon as possible following the incident and a letter will be sent home. The student, and their parents or carers will attend a reintegration meeting following the exclusion. It is expected that parents and carers attend these meetings as strategies to support the student will be discussed and agreed. The College and the student will benefit from parent or carer being in agreement with the plan agreed. The student will not be readmitted to the College until a reintegration meeting has been attended.

Proof

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, then head teacher may exclude the pupil. However, the more serious the allegation and associated possible sanction, the more convincing the evidence substantiating the allegation needs to be. This is not the same as requiring the criminal standard of 'beyond reasonable doubt' to be applied. But it does mean that when investigating more serious allegations, in determining whether it is more probable than not that the pupil has behaved as alleged, head teachers will need to gather and take account of a wider range of evidence. In some cases this may extend to evidence of the pupil's past behaviour, if relevant to the seriousness of the present allegation.

The decision to permanently exclude a student is a serious one. It will usually be the final step in a process for dealing with disciplinary incidents following a range of supportive strategies have been trialled and failed or options professionally exhausted. Always the decision-making will involve the College SENco and Inclusion team lead and additionally advice may be sought from other professionals taking a multi-disciplinary approach with Local Education Authority SEND team input.

There may be exceptional circumstances where in the Principal's judgement it is appropriate to permanently exclude a student for a first or 'one off' incident. These may include:

- Serious, actual or threatened violence against another student or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon.

This list is not exhaustive.

Parents will be informed immediately should a permanent exclusion be considered appropriate and information with guidelines for parents will be issued with the initial letter informing parents of the exclusion. Generally, risk of exclusion or permanent exclusion will be identified long before such step is actually taken involving plan to avoid any student been asked to leave.

The Local Education Authority as well as other bodies are kept informed and may be involved in decision-making and students, parents or carers will be advised of internal and external sources of support and advice.

E-safety Incidents

Principles

We recognise that with a growing culture and acceptance of online activity there is a need to address online safety with all stakeholders.

We ensure that our curriculum educates our young people to be aware of the implications and consciences of poor online behaviour and how to take responsibility and safety measure to ensure online activity only has positive impacts on them and their peers.

Procedures

To address the national and global research on the negative impact that online activity can have on the academic progress and wellbeing on young people we have a ban on all electronic device between 8:45 and 3:20.

This includes all mobile phones, which should be switched off and out of sight.

The Electronic Device Policy offers clear guidance to staff, parents and students on the use of mobile phones and all other electronic devices during College hours. Students are not permitted to use their mobile phone during College hours. In the case of an emergency, students can communicate with parents via main reception or pastoral support areas. If a phone is seen or heard, it will be confiscated. On the second occasion of this happening, parents/ carers will be asked to collect the device. Students bring these items to College at their own risk. It is the responsibility of students who bring mobile phones to College to abide by the guidelines outlined in this document.

Drugs Related Incidents

Principles

All members of the College have the right to be educated in a community where neither the use nor the passing of drugs is tolerated.

Each situation is thoroughly investigated and any subsequent action takes into account the need to balance the seriousness of the incident, the needs and circumstances of the individual and the need to ensure that the College remains a drug free community. This includes College trips and visits. Referrals to external agencies will be made if needed to support this.

Definitions

In terms of this Policy drugs include the following:

Controlled substances (e.g. Amphetamines, Cannabis, Cocaine, Ecstasy, Heroin, LSD, Magic Mushrooms);

Prescribed or medicinal drugs that are improperly used;

Drugs which interfere with a student's ability to learn (e.g. alcohol, solvents);

Drugs which have a harmful effect on health (e.g. tobacco);

Drugs which are misused to enhance performance (e.g. steroids).

The College **Drugs and Alcohol Misuse Policy, Drugs Education Policy** and **Drugs Related Incidents Policy** outline the rationale and procedure.

If any drug related incident should occur, it should be dealt with by the Head of House/Assistant Principal in the appropriate manner. All drug incidents or suspected incidents will be logged via CPOMS. Incidents will be investigated and sanctions given as outlined above.

Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

All of these rules also apply when travelling to and from school.

Permanent Exclusion

(Based on DfE Statutory Guidelines on School Exclusions Sept 2017)

Okehampton College is an inclusive school. We seek to ensure that students remain in school to learn and to achieve their very best. The school has a wide range of strategies in place to prevent exclusion as we recognise that it should only be a last resort when all else has failed or normal school sanctions are not appropriate.

The decision to exclude:

Permanent Exclusion

A decision to exclude a pupil permanently will be taken only:

In response to serious breaches of the school's behaviour policy; and

If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The decision to exclude a pupil must be lawful, reasonable and fair. We have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. We will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Disruptive behaviour can be an indication of unmet needs. Where we have concerns about a pupil's behaviour we will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation we will give consideration to a multi-agency assessment that goes beyond the pupil's educational needs. It is an acknowledgement by us that we have exhausted all available strategies for dealing with the child and permanent exclusion is used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

1. serious actual or threatened violence against another pupil or a member of staff
2. sexual abuse or assault
3. supplying an illegal drug; or
4. carrying an offensive weapon

Exclusion will also be considered for: Physical assault against pupils includes:

- Fighting
- Violent behaviour
- causing harm
- Obstruction and jostling

Physical assault against an adult includes:

- Violent behaviour

Verbal abuse/threatening behaviour against pupils includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Verbal abuse/threatening behaviour against an adult includes

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Bullying includes

- Verbal
- Physical
- Homophobic bullying
- Racist bullying

Racist abuse includes:

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual misconduct includes:

- Sexual abuse
- Sexual assault

Sexual misconduct includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

Drug & Alcohol related includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

Damage

Includes damage to school or personal property belonging to any member of the school community:

- Vandalism
- Arson
- Graffiti

Theft Includes:

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

Persistent disruptive behaviour

Includes:

- challenging behaviour
- Disobedience
- Persistent violation of school rules

Other

Includes incidents which are not covered by the categories above but this category should be used sparingly.

Complaints

The Dartmoor Federation has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member, tutors, Head of House, Principal, Headteacher, or Head of School.

When a complaint is received staff from the Federation will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **school complaints policy** which can be found Dartmoor Multi Academy Trust website within the policy section. For information on complaints relating to exclusions, see the **school exclusions policy** which can be found on the Okehampton College website within the policy section.

Signed by:

Chair of Local Academy Committee / Date:

Principal / Date:

Appendix 1

OKEHAMPTON COLLEGE - TRANSGENDER guidance

Introduction

Gender is often an important part of an individual's identity and developing a positive sense of gender identity is part of growing up. However, gender identity is often complex and there is a spectrum of gender which is wider than just male/female.

Okehampton College aims to support transgender and gender non-conforming students. Practice to support trans children is embedded across school policies and curriculum and builds on best practice already in place to eliminate discrimination, harassment and victimisation; advance equality of opportunity and foster good relations.

This Policy seeks to provide a broad overview of the needs of transgender children and their families.

Legal framework

The DFE document 'The Equality Act 2010 and Schools' states;

- Protection from discrimination because of gender reassignment in schools is new for pupils in the Equality Act, although school staff are already protected. This means that for the first time it will be unlawful for schools to treat pupils less favourably because of their gender reassignment and that schools will have to factor in gender reassignment when considering their obligations under the Equality Duty.
- Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This definition means that in order to be protected under the Act, a pupil will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender, or proposing to do so.
- The protection against discrimination because of gender reassignment now matches the protection because of sexual orientation in schools. That is protection from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association. Schools need to make sure that all gender variant pupils, or the children of transgender parents, are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of such pupils

Principles

In developing practice to support trans children, schools should try to follow these principles:

- Listen to the child, their parents, carers and siblings. Wherever possible follow their lead and preferences.
- No child should be made to feel that they are the ones who are causing problems or that they owe anything to their school in return for being treated with the equality they deserve and are legally entitled to.
- Avoid seeing the child as a problem and instead see an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale.
- Challenge bullying and discrimination.
- Promote positive attitudes to gender diversity by including trans issues within activities relating to discrimination, hate crime, diversity, inclusion, SRE and PSHE.

Early Help Process

It is important that any support offered to a transgender child or young person starts with identifying their individual needs. It must be understood that some trans people may not want any treatment. Some may

choose to be known by a different name or to wear different clothes. However, most or all young trans people (and their families) will need some expert/ specialist support as they grow up and develop.

A trans pupil may benefit from Early Help. Okehampton College will (with the agreement and in consultation with the pupil and parent/carer) signpost trans children to services such as the Intercom Trust, Tor Support and other agencies to give support.

Terminology and language

The correct terminology and language should be used and in order to do this there may need to be some education in lessons around sexual orientation and gender so that staff and pupils have a clear understanding that sexual orientation and gender identity are two completely different things. For the matter of fairness and inclusion it is extremely important that the correct gender, name and pronouns are used correctly to address transgender pupils.

Members of the school community should strive to use the preferred pronoun for a trans child, young person or adult. In addition, staff should think carefully about the language they use and when possible, attempt to use language which does not reinforce a binary approach to gender (i.e. there are just males and females). The purpose of this is not to deny gender as an important part of identity. But care needs to be taken to avoid excluding those who do not see themselves as male or female, or make assumptions about someone's gender identity because of how they appear.

Names and pronoun change

Respecting a child or young person's request to change name and pronoun is crucial in supporting and validating that young person's identity. Some transgender children and young people may wish to change their name to make it in line with their chosen identity. Although they may not have changed their name legally, individuals have the right to choose the name by which they are known to by staff and fellow pupils. Changes can be made on SiMs.

However, entry for exams and exam certificates are more complex. The Joint Council for Qualifications paper work states that:

'The centre agrees to: enter candidates under names that can be verified against suitable identification such as a birth certificate, passport or driver's licence. You may need to check that the name the candidate is using within the centre is his/ her legal name rather than a 'known as' name.'

Furthermore, once a result is accredited, it will need to be linked with a Unique Pupil Number (UPN) or Unique Learner Number (ULN) which existed in the school census information submitted in January of the exam year. UPNs and ULNs are only linked with legal names, not preferred names. In order to use a chosen or preferred name on an exam document, a student will need to have changed their name by deed poll. If the student is under 16 then the consent of all people with parental responsibility is required. Once the student is 16, they can apply for a deed poll in their own right. Parental consent is not needed.

School Attendance

Okehampton College will make reasonable adjustments to accommodate absence requests for any treatment or appointments with external sources in line with their absence policy.

It is possible that the young person may be accessing support from outside of school so provision must be made in order for the student to be absent from school but confidentiality must be maintained at all times when complying with absence procedures. Sensitive care will be taken when recording the reason for absence. The young person may need time off for a medical appointment and it should be recorded as such rather than being off sick.

School Photos

Trans children may feel fine with having their photograph taken at school but steps must be taken to ensure that these images do not reveal any confidential information. Okehampton College will always seek parental/carer permission to publish photos in line with the school policy.

Transphobic and Bullying

Okehampton College has a robust anti-bullying approach, which is outlined above. In line with this policy, transphobia incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents.

Physical Education

Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical Education develops pupil's competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A young Transgender person has the same right to Physical Education as other young people. With regard to young Transgender people at school, there may be some issues regarding participation within PE.

There may be sports where, as puberty develops, male to female (M2F) Transgender participants may have a physical advantage over other girls but this should not present a problem within a carefully and sensitively managed lesson context. The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing young Transgender people from participating (which would be discriminatory).

If a pupil is binding their chest, they should be monitored carefully during particularly physical activities and in hot weather. There is a chance that the binding could cause discomfort or even impair breathing. Short breaks from activity could be offered discretely.

Openly identifying as trans is a difficult move for a young person to take. In order to support trans students their preference for the type of PE class should be taken into account wherever possible - it would be usual for them to move if in single gender classes but it may be that they wish to remain in their old gendered group if they feel they have more support there from other students. An exception may be that due to the nature of contact and physicality of sports such as rugby, the school would consider whether a Transgender person participating in full contact lessons is appropriate towards the latter stages of puberty.

Changing Room Facilities

The use of changing room facilities will be carefully considered in discussion with the trans pupil. The goal should be to maximise social integration and promote an equal opportunity to participate in PE, ensuring the safety and comfort, and minimising stigmatisation of the pupil or student. Refusing a child or young person access to the changing room of their gender identity would constitute an act of discrimination. Facilities for transgender pupils will be sensitive to their needs and also recognise the needs and sensitivities of other students. When competing at another school or outside venue, school staff must ensure there is appropriate sensitive provision available.

Toilet Facilities

There is provision at Okehampton College for unisex toilets. Transgender students will be able to use these facilities.

School Uniform

Transgender students will be expected to follow the School Uniform Policy, which covers uniform, make-up and jewellery and hairstyles. There is a broad range of uniform available which is non-gendered.

Residential Trips

Careful consideration and preparation is needed where a transgender pupil is taking part in a residential trip – to exclude a transgender pupil would be contravening the Equality Act 2010. The sleeping arrangements will need to be thought about carefully before the trip takes place Risk assessments should be carried out prior to residential trips so that reasonable adjustments can be made to allow the pupil to participate.

Work Experience

Where Okehampton College is considering work experience the school will complete a suitable assessment on the potential placement to establish if there is any risk to the young Transgender person, taking account of the young Transgender person's right to privacy – as a general principle, personal information on the young Transgender person must not be shared.

The School will be sensitive to this in their planning before any young Transgender person is placed in any business or organisation. Careful discussion about the placement with the pupil and parents or guardians, will occur to find the most suitable way forward to ensure the placement is successful.

Media and Parental Interest

Staff must know their duties and responsibilities around GDPR so that they fully understand why information is protected, and when, how and to whom certain information can be released.

Confidential information about pupils will not be shared with other parents. The following suggested suitable response is for staff to offer should they be asked questions in relation to trans issues:

"We value all our pupils and care for them, whatever their personal circumstances. Our main job is to give them a good education in a happy school environment. That is what we are focusing on, and we would ask everyone to respect the privacy of all our pupils."

Confidentiality

All people have a right to privacy. This includes the right to keep private one's trans status or gender non-conforming presentation at school. Information about a child, young person or staff member's trans status, legal name, or gender assigned at birth also constitutes confidential medical information.

School staff should not disclose information that may reveal a child or young person's transgender status or gender non-conforming presentation to others, including parents/carers and other members of the school community unless legally required to do so or because the child or parent/carer has given permission for them to do so. Staff need to be careful about discussing the transgender child beyond the confines of the school.

Trans children and staff have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share information. When contacting the parent or carer of a trans child or young person, school personnel should use the child or young person's legal name and the pronoun corresponding to their gender assigned at birth unless the child, young person, parent, or carer has specified otherwise.

With help from Devon County Council LGBT toolkit and East Sussex Schools Transgender toolkit.