Behaviour Policy 2021-2022

This policy statement is not to be read in isolation, but in conjunction with other college policies (with particular reference to SEN, anti-bullying and safeguarding policies) and the latest DfE advice 'Behaviour and Discipline in Schools: Advice for Headteachers and school staff' – January 2016

This behaviour policy acknowledges the college's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs (SEN).

This policy applies to all aspects of college life: inside the classroom, on college grounds, travelling to and from college, wearing college uniform (or in some other way identifiable as a student at the college), as well as when students are undertaking an educational visit off-site or college related activity.

If these conditions do not apply and if misbehaviour could have repercussions for the orderly running of the College, poses a threat to another student or member of the public or could adversely affect the reputation of the College, then the behaviour policy can still apply.

Behaviour Management Policy

The Governing Board and staff at Denton Community College seek to create an environment, which encourages and reinforces good behaviour. Furthermore, we acknowledge that society expects good behaviour as an important outcome of the educational process.

We believe that a positive working relationship with parents and carers is fundamental to ensuring the best quality education for our young people.

We aim to:

1. Create an environment, which encourages and reinforces good behaviour

2. Promote self-discipline and positive relationships

3. Ensure that the College's expectations and strategies are widely known and understood

4. Encourage the involvement of both home and College in the implementation of this policy

Setting the context of the Behaviour Policy

All stakeholders at Denton Community College have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other. We must lead by example and maintain high expectations from students. We believe that as a community we should 'Be DCC' diligent, considerate and courteous. This is demonstrated through;

- Creating a positive climate with realistic expectations

- Emphasising the importance of being valued as an individual within the group

- Promoting, by example, the college values of respect, responsibility, integrity, inclusion, courtesy and empathy

- Providing a supportive, inclusive, caring and effective learning environment

- Encouraging relationships based on kindness, respect and understanding of the needs of others

- Ensuring fair treatment for all regardless of age, gender, race, ability and disability

- Valuing the rights and property of each individual through the promotion of honesty and respect

- Rejecting bullying and dishonesty and encouraging the development of cooperation, self-discipline and responsibility

- Encouraging the development of self-respect and maturity, enabling growth towards becoming worthy citizens by promoting moral and social values

- Recognising the efforts and contributions of all

The Curriculum and Learning

Denton Community College believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the students, and differentiated to meet the needs of students of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour and arrangements of furniture all have a bearing on the way the students behave. Overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the students to work in cooperation with others. Recognition should be used to reinforce good behaviour expectations.

Rewards & Recognition

Aims/Rationale of the Rewards System

- To embed the ethos of being 'DCC' by recognising students who meet expectations.
- To create an encouraging environment that reinforces success and rewards positive behaviour.
- To ensure a consistent response to positive and expected behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To encourage pupils to display a positive attitude towards all aspects of college life.
- To celebrate and promote the importance of good attendance and punctuality.
- To involve parents and carers in the celebration of positive behaviour in and around college.

Emphasis should be on rewards and recognition to reinforce good behaviour. Rewards and recognition have a motivational role, helping students to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of expected standards as well as particularly noteworthy achievements. Students can be rewarded in the following ways:

- 'Be DCC' points can be achieved in every lesson. This is only removed if a student displays behaviours which are not DCC (i.e being late, not having equipment, incorrect uniform or disruptive behaviour).
- Verbal praise in a variety of contexts (e.g. on an individual basis or during class)
- Collective or individual praise in assemblies (e.g. good behaviour during an off-site College visit)
- The earning/obtaining of Go4schools points for effort and academic achievement with points accruing which enable students to earn badges, certificates and half termly form awards.
- Written, verbal or telephone communication with home, praising high standards of behaviour
- End of term trips
- Head of year awards
- HeadTeacher awards
- Recognition in end of term rewards assembly
- Recognition at achievement evening
- Termly attendance rewards

Badges and certificates are awarded when students reach the following numbers of Go4schools points:

- I am DCC Badge   200 points
- Bronze Award   700 points
- Silver Award   850 points
- Gold Award   1000 points
- Platinum Award   1200 points
- Diamond Award   1500 points

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the College community. Sanctions are aimed to be restorative and not punitive in the first instance for all behaviours which do not cross a level 1 threshold. Where behaviours do cross the level 1 threshold, a sanction will be applied alongside a restorative meeting.

The use of sanctions will be characterised by two features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions through a restorative approach.

Sanctions may include the following:

- Reflections with a member of staff and restorative discussion.
- Reflection (extended) with staff and restorative meetings with staff / peers.
- Referral to the School's Governing Body
- Exclusion - fixed term or permanent.

Where antisocial, disruptive or aggressive behaviour is frequent and recurs and these sanctions have not brought about any improvement, it may be necessary to refer students to other agencies (i.e. Early Help/ Educational Psychologist) to receive specialist support.

All staff will follow the formal Behaviour Management procedures when dealing with misbehaviour around the College and in lessons.

Negative Points	When to Issue	Comment	Follow up

Negative Incident Level 1	C3 in class / buddy (C1 and C2 is a loss of DCC point not level 1 incident)	This will be required to explain why the student was issued the C3.	Student Reflection: A restorative conversation to be held with member of staff. This time is to be set by the staff at lunch or after school the next day. Once complete please allow the student to leave. If the student does not attend, this is referred to the HoS who will issue a 20min reflection – within this, there should be a restorative with the member of staff and the student. This should be 20min total. This gives the student time to reflect on their behaviour and actions following it. If the student does not attend the HoS reflection – HoS to contact home. This will then be moved to a level 2.
Negative Incident Level 2	● Fighting ● Swearing ● Contraband ● Failed HoS buddy ● Truancy ● Use of inappropriate language (not swearing)	This will be required to explain why the student was issued the Level 2 incident. Where appropriate name other students involved in the incident. You **must** use professional language and check for spelling, punctuation and grammar.	30min Reflection – if this is departmental / specific staff, this is facilitated by the HoS. If pastoral HoY / AHoY. After school. The staff / students should have a discussion during this time. The time can be used to catch up on missed work or reflect on their behaviours / actions which have followed. In most cases the restorative will require much of this time. If the student does not attend a 1hour reflection is issued by the HoS/ HoY. If they do not attend again, HoS/HoY to contact home. This will be referred to a member of SLT.
Negative Incident Level 3	● LGBTQ related incidents ● Racism ● Bullying ● Other Level 3 Incident ➔ Smoking ➔ Illegal substances / Drugs ➔ Serious Physical Assault ➔ Weapons ➔ Health and Safety	This must be a detailed description of what has occurred (be specific – verbal, online, physical where appropriate), This and if 'other' which event took place. Where appropriate name other students involved in the incident. You **must** use professional language and check for SPaG.	This **must** be referred to SLT. The member of SLT will follow this up as necessary. These events will likely result in an exclusion.

Health and safety events include (but are not limited to):
- Swearing at staff - the safety and welfare of staff
- Damage - Safety of the building / staff / students is compromised
- inappropriate use of the internet / social media
- Defamation of character / slander towards staff (inc. via social media)

Defiance events include (but are not limited to):

- Persistent disruptive behaviour
- Damage - such as graffiti in the school building

Searching Students

There may be occasions where it is deemed necessary for students to be searched if suspected of being in possession of prohibited items. Permission to search a student must be granted by the Headteacher, or the designated senior member of staff in the event of the Headteacher's absence. At the time of writing, prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Drugs paraphernalia
- Stolen items
- Tobacco, cigarette papers and electronic cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The Headteacher reserves the right to add or amend this list of items at any time. Such changes will then be reflected in updated versions of this document.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for managing allegations of abuse against educational staff member and volunteers for more information on responding to allegations of abuse.
The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Communication with Parent(s)/Carer(s)

Denton Community College gives high priority to clear communication and to a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a student is giving cause for concern, it is important that all those working with that student in the College are aware of those concerns and of the steps that are being taken in response. The key staff in this process are the Form Tutor who has the initial responsibility for the student's welfare along with the Head of Year and SLT Year Group link.

Links with the Community

Denton Community College aims to instil a sense of citizenship, community and belonging within all of its students and, as such, gives a high priority to the way that its students conduct themselves within the local neighbourhood. The

aim is that students behave in a way that will make people glad that Denton Community College is part of their community.

Denton Community College Code of Conduct

As staff, students and representatives of our college, in and around Denton Community College and the wider community, we agree to demonstrate the behaviours and attitudes which encompass our ethos to 'Be DCC'. These include:

- Treat everyone as you would like to be treated

- Respect people of all races and their beliefs

- Be caring, courteous and considerate

- Respect college property at all times

- Respect other people's possessions

- Always do your best to be punctual

- Always be sensible around the college

- Always be polite and helpful

- Be honest

- Be diligent

Denton Community College Rules

- Bullying is not tolerated within Denton Community College. Any instances of bullying will be dealt with severely.

- Disciplinary action will be taken against students who engage in serious verbal abuse of any member of the College Community.

- Disciplinary action will be taken against students who engage in fighting, or other aggressive, threatening, or intimidating behaviour within the College.

- Disciplinary action will be taken against students who continually disrupt the learning of others.

- Regulation uniform is obligatory for Years 7 to 11. Please refer to the uniform list for details.

- No make-up, nail varnish, acrylic nails, extreme hair colours or styles (including two tone hair) may be worn by students in Years 7 to 11.

- No facial/other piercings (other than ears) are permitted. No 'spacer' ear-rings are permitted, only one small stud in each ear lobe.

- Outdoor clothing should be removed in the building. Students should remove hooded tops/non-school style jumpers when in the College building, as these are unnecessary items.

- Basic equipment including pens, pencils, ruler, eraser, calculator, and coloured pencils are needed for every lesson and should be brought in a suitable bag capable of carrying A4 size paper.

- Homework is an essential part of succeeding at Denton Community College and should be handed in on time.

- We recognise that mobile phones are part of everyday life for many children and that they can play an important role in helping students to feel safe and secure. However, we also recognise that they can prove a distraction in College and can provide a means of bullying or intimidating others.

- Headphones are not allowed in college.

- Mobile phones must not be visible in classrooms or around the college building unless express permission has been granted. Students using phones in classrooms without the permission of staff will have them confiscated. There is no warning. Students will immediately be asked to place their phone on the teachers desk. This will be returned at the end of the lesson to the student. If the student does not hand their phone in to their teacher, MBWA will confiscate the phone and hand this into reception. The student can collect this at 3pm. If the student does not hand their phone in to MBWA it will be confiscated by a member of SLT. In this case, the phone will only be returned to Parents or Carers after 3.00pm from the Main Reception. Refusal to hand in a phone to SLT will result in a 1 day exclusion.

- All property should be respected, and damage and graffiti is not allowed in any circumstances.

- All textbooks, library books, and other Denton Community College resources must be returned immediately upon request.

- Chewing gum must not be brought into Denton Community College, or used in or around the college premises.

- Fizzy drinks, high sugar sports drinks and energy/high caffeine drinks are not permitted and must not be brought into College. Once confiscated, they will not be returned.

- Aerosols (deodorants/hairspray etc.) are not permitted and must not be brought into College. Once confiscated, they will not be returned.

- Leave of absence except in illness or emergency: Students may not be absent without permission from the Headteacher. A student who has been absent must bring a note stating the dates and cause of absence. If leave of absence is required for some special reason, permission must be sought from the Headteacher/Attendance Manager in advance, in writing.

- Parent(s)/carer(s) should contact the College before 08.40am on the first morning of absence in order to reduce unexplained absence and unnecessary concern. Students must bring a note of explanation to their Form Tutor/Attendance Manager, giving dates and reasons for their period of absence upon the day of their return, written, signed and dated by their parent(s)/carer(s).

- No student in Year 7 to Year 11 may leave the premises during normal College hours unless authorised by staff (eg doctor/dentist/hospital).

- All personal property brought into the College (including watches, pens and purses) should be marked with the name of the owner in full.

- Articles of value, or large sums of money should not be brought into the College.

- Avoid bringing in any expensive property (e.g. mobile phones), which are not essential for learning into College. No personal possessions must be left in classrooms at any time; the College is unable to take responsibility for any personal possessions and belongings.

- Students are allowed to eat packed lunches/food outside when the weather is good enough, but must ALWAYS return trays, crockery or cutlery. All rubbish material must be placed in a bin.

- Money may not be raised or collected without the permission of the Headteacher.

- Students should use the toilet at lesson changeover or lunchtime. A teacher will allow a student to go to the toilet during lessons only if there are special circumstances and a toilet pass has been issued.

- Certain subjects e.g. IT, Technology, Science, Performing Arts (Drama and Dance) and P.E. have special rules which must be obeyed for the safety of all students.

- Disciplinary action will be taken against students who smoke on the College premises, or are found in possession of cigarettes, electronic cigarettes, or any illegal substances on the College premises, or who smoke or use any illegal substances in any public place while wearing any item of College uniform.

- Disciplinary action will be taken against students who bring alcoholic drinks into the College, who consume alcohol whilst on College premises, or who do so in a public place whilst wearing any item of College uniform.

- Disciplinary action will be taken against students who use forms of social media to bring the College or its staff into disrepute. Students who are found to be active in defamation of character or otherwise using images / names of staff online, will be excluded and legal action may be taken.

- The Headteacher may decide to include other reasonable rules which enforce good order within the College learning environment.

The Behaviour Management Process

Behaviour Referral Routes – The C1, C2 and C3 System

Denton Community College uses a **Chance, Choice, and Consequence System** to keep track of behaviour incidents. Behaviour points can be issued inside or outside the classroom and details of all incidents are stored on student records on the school computer system. Each behaviour referral is awarded a level (1-3) which enables us to see the students behaviour history and track the seriousness of each incident.

If a student receives a C1/ C2 they will lose their DCC point. These are low level disruptions and will be recorded by the class teacher using either a class tracker or written somewhere that is not visible to the student.s Names should not be placed on the board. The C1/C2 give the student the chance to rectify their behaviour without further consequence.

A C3 incident will result in the student being issued a final warning and spoken to by the member of staff quietly. They are given one final chance to rectify their behaviour and discuss what the issue is. If the student continues to disrupt the learning, this will result in the student being 'buddied' to another classroom. This is logged on the behaviour support spreadsheet. All departments have a buddy room system which indicates where the student is sent to should it be required. The staff member must log this and the buddy room confirms arrival. Failure to arrive will result in MBWA attending. In incidents where MBWA are needed to attend right away, this is logged and MBWA attends. If the student has chosen to continue with these negative behaviours the student will have to attend a restorative with the member of staff. A level 1 incident is recorded on Go4Schools.

Behaviour Referral Routes – The C1, C2 and C3 System

C1 and C2 incidents that usually occur in the classroom are not recorded. C3 incidents, which are usually more serious, are logged on Go4Schools and are dealt with by the Class Teacher, or by another staff member if appropriate.

Tracking Behaviour Referrals

Where there is further concern about behaviour and a child has accumulated a number of behaviour referrals, further action needs to be put in place to ensure that their behaviour is being monitored and that it does not become worse and will hopefully improve.

If a class teacher has concerns about the behaviour of a student in their lesson and the usual behaviour management strategies have been unsuccessful, students will be placed on Curriculum Target Card as detailed below:

Class Teacher Subject Report (2 weeks). If unsuccessful, this will escalate to:

Head of Department Subject Report (2 weeks). If unsuccessful, this will escalate to:

SLT Subject Link report (2 weeks).

Numbers of behaviour referrals and incidents will also be tracked by the Pastoral and Faculty teams both weekly and per term. This will be tracked for each year group in each subject to see if there are concerns across several subjects or at unstructured times. If the Head of Year deems it necessary, students may be put on a Pastoral Target Card to their Form Tutor, Head of Year or member of SLT.

Students are placed on Target Cards to enable close monitoring of their behaviour during lessons. Student specific targets are set and teaching staff record whether these targets have been met during the lesson.

If a student is placed onto a Target Card, parents/carers will be informed and may be asked to attend a meeting to discuss their child's behaviour.

Failure to improve on a Target Card may result in a higher level of report or further sanctions being issued.

The types of Pastoral reports available are:
Form Tutor Report (2 Weeks)
Head of Year (2 Weeks)
SLT Link report (2 Weeks)
The reports may also be used to monitor attendance, punctuality or positive comments.

Punctuality parameters

Pastoral reports to be issued the following sanctions:

No of late marks per fortnight	Target card	Sanction	Other requirements
3	N/A	Level 2 incident. To be held with Form Tutor.	N/A
4-5	Form tutor Target card for punctuality. (Escalate if needed)	Level 2 incident to be held with HoY.	N/A
6+	Form tutor Target card for punctuality. (Escalate if needed)	2x Level 2 incidents (over 2 days). To be held with SLT link for the year group.	Parent / carer invited into school for a meeting with HoY / SLT link.

Management by Walkabout (MBWA)

The 'MBWA' system is used for disruption where a student has to be removed from the classroom because he/she is preventing the class from learning, or the teacher from teaching. Examples of this may be: refusal to move seat when asked, constant disruption, confrontation, assault on another student, abusive language to students or staff and other C3 type behaviours. Students who have been given a c3 will be spoken to by the member of staff and returned to their classroom. If the student does not rectify their behaviour, the student will be 'buddied' to work in another classroom for the remainder of that particular lesson. If the student fails this buddy, they will be buddied to the HoS. Failure to complete a buddy with the HoS will result in a call to SLT.

A reflection is issued to the student if they are 'buddied'. The 'MBWA' is logged as a record of the student causing disruption to the learning of others by being removed from the lesson. The reflection is organised by the member of staff. This should take place in lunch or after school. Once complete the student is allowed to go home. There is no punitive sanction.

A report is run weekly for the numbers of students who have required 'MBWA'. The system is monitored by the Assistant Headteacher in charge of behaviour and students who are persistently removed from lessons due to disruption will be dealt with additionally.

Addressing Poor Behaviour for Learning

Reflections

Level 1 incidents: Student Reflection: A restorative conversation will be held with the member of staff who has entered a level 1 incident. This time is to be set by the staff at lunch or after school the next day. Once complete please allow the student to leave.

If the student does not attend, this is referred to the member of staff will call home and the set up a reflection with the HoS for 20min – within this, there should be a restorative with the member of staff and the student. The student must stay for the full 20 min. This should be 20min total. If the student does not attend the HoS reflection – HoS to contact home.

Level 2 incidents: These will result in a 30min Reflection – if this is departmental / specific staff, this is facilitated by the HoS. If pastoral (not occurred in a classroom) HoY / AHoY. The staff / students should have a discussion during this time but the student will stay for the 30 min in total.

If the student does not attend a 1hour reflection is issued by the HoS/ HoY. If they do not attend again, HoS/HoY to contact home and a referral made to SLT.

Weekly Tasks

Weekly tasks - If a student fails to complete weekly tasks 3 times, the member of staff will contact home. If this continues after the call home, the student will be entered with a level 1 incident. If the student still does not engage with their weekly task after the level 1 incident, the student will be entered with a level 2 incident. During the 30min reflection the restorative with the member of staff can take place, discussing how this impacts their time, and the student can catch up on their weekly tasks with the HoS. Printed copies must be made available. If the student does not attend the level 2 reflection with the HoS, HoS will call home and the student will be required to stay for 1 hour with the HoS. Failure to attend this will result in a referral to the SLT link.

Key Areas

Denton Community College is aware that there are several key areas that must underpin the College Behaviour Management Policy and will always seek to create an environment which encourages and reinforces good behaviour both during and as an outcome of the educational process.

1) A Whole School Policy on Anti-Bullying

Denton Community College has an Anti-bullying Policy, which is regularly reviewed. This provides guidance and advice for students, parent(s)/carer(s), staff and governors. The strategies adopted attempt to create an ethos in the College which does not tolerate the oppression of one person by another, in other words bullying. The review process centres on the views and opinions of the student body.

2) The Pastoral System of Heads of Year and Form Tutors

This system plays an extremely important role in dealing with issues such as bullying and liaising with subject departments when students face behavioural problems, which have a negative impact on their work and motivation. Especially important, however, are the positive links made with parent(s)/carer(s) who are contacted and consulted as soon as possible.

3) Support Staff

Admin Staff, Teaching Assistants, Technicians, Kitchen Staff and Site Staff all regularly meet students and need to deal with a wide variety of student behaviour. It is vital that all adults working at Denton Community College support each other and share the same values about student behaviour. Liaison and consultation between teaching and support staff can only help create an orderly, supportive atmosphere for all students.

4) Social Inclusion

The primary aim of social inclusion is to support students whose circumstances make them vulnerable to underachievement. Monitoring of identifiable groups of students who may need extra support in terms of behaviour and achievement is also important in avoiding disaffection, low motivation and the poor behaviour that may result. Denton Community College has a number of strategies and projects in place to support such students.

5) Special Educational Needs

The SENCO (Special Educational Needs Co-ordinator) and her team play a pivotal role in co-ordinating and targeting support for students whose learning needs if left unmet could lead to frustration, embarrassment and poor behaviour. Denton community College respects the need for the curriculum to be accessible to every student. (Please see the College's Inclusion/SEN policy for full details).

6) Primary Liaison

The successful transfer of students from primary to secondary education provides Year 7 students with a secure and rewarding start at Denton Community College. The Head of Year 7 manages effective transition processes within the College. All staffing areas of the College take part in the induction programme available to our new students (the current Year 6) and their parent(s)/carer(s) each year.

7) Equal Opportunities

Effective policy in this area has a significant impact on behaviour and attitudes within the College. Poor behaviour can result from a sense of real or perceived injustice. (See the equality and diversity policy for full details).

8) Other Aspects of School Organisation Influencing Behaviour

● Effective Duty Teams

● Availability of Senior and Middle Management during the College day

● Student Councils form an essential forum for students to share opinions on how the College can be improved

● Provision at break and lunchtimes for bad weather

- The promotion and development of extra-curricular and extensive enrichment activities

9) The School's Relationship with External Agencies

It is our College policy to foster, maintain and improve links with external support agencies.

Plans for children with behavioural difficulties means that external agencies are often involved in the setting up and monitoring of such plans. Looked after Children within the College have regular Statutory Social Services Reviews, which involve the pastoral staff with responsibility for Looked After Children. In addition to these meetings, these external support services are called in at short notice by the Heads of Year and SLT as and when serious problems arise.

The Primary Trust Nurse visits the College regularly. The College is also working hard to develop and maintain stronger links with local community organisations, which aim to support students who find secondary education difficult.

10) Sexual Violence and Sexual Harassment

Denton Community College is committed to providing a safe and respectful environment where the whole community is able to learn and thrive free from sexual violence and sexual harassment. The college takes any incidents of sexual violence or sexual harassment very seriously and is committed to handling all reports sensitively, effectively and in a timely manner.

We are clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in school. Sanctions will be applied in accordance with our Behaviour Policy. Additional information can be found in the college's Sexual Violence and Sexual Harassment Policy here: [DCC Sexual Violence and Sexual Harassment Policy 2021/22 (DRAFT).docx](#)

10) Review

This policy and procedure will be reviewed when there are changes in the law, or in accordance with the schedule drawn up by the Headteacher and agreed by the Governing Body and Local Authority.

Review Date: December 2023

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved annually by the full governing board.