

July 2025



DAWLISH
COLLEGE



Behaviour

July 2025

Introduction

Student behaviour and success in learning are inextricably linked. The Behaviour & Exclusion Policy reflects this by working to focus on the encouragement of student attitudes and behaviours, which lead to the creation, and maintenance of a safe and supportive climate for learning, underpinned by:

- High quality teaching
- A stimulating learning environment
- Effective rewards and sanctions

Purpose

The policy aims to create a positive, purposeful teaching and learning environment through:

- Displaying the school expectations clearly and consistently
- Enabling all staff to feel confident in executing their responsibility for the effective management of student behaviour
- Encouraging students to develop and maintain positive relationships with both their peers and adults characterised by mutual respect
- The provision of opportunities for students to fulfil their potential in both a social and academic context whatever their age, gender, ethnicity, attainment and background
- Helping students to take responsibility for their own behaviour choices and understand that there are consequences for their chosen behaviour
- A system of rewards and graduated sanctions for students related to academic progress, success and behaviour
- Promoting good relationships with parents/carers in order to resolve issues as early as possible and to provide a package of support when and where necessary

Good learning and behaviour depend upon quality teaching and effective management of the teaching space. Good behaviour leads to good learning while poor behaviour leads to disrupted and low-quality learning and progress.

Parents play a vital role in ensuring that their students are responsible for their own behaviour and learning. This collaborative approach will encourage your child to adhere to the school rules and expectations. As a parent, it is vital that support is given in respect to the expectations and values we hold.

Code of Conduct

As a teacher I will;

1. Create a positive climate for learning and establish the use of routines, rules, sanctions and rewards
2. Ensure all students are engaged in learning through the use of a range of techniques and strategies.
3. Display the high value in which I hold education through my own professional and positive attitudes to students
4. Model the language of mutual respect and adopt a problem-solving attitude to issues in the classroom
5. Communicate regularly and develop mutually supportive relationships with parents/carers.

As a student I will:

1. Arrive to lessons on time, with the correct equipment and ready to learn
2. Listen to staff and each other, responding with respect and co-operation
3. Work hard and attempt all the tasks the teacher has set within the time the teacher has given to me, to the best of my ability allowing others to do the same
4. Take pride in my appearance and wear correct school uniform
5. Behave around the school site in a way that ensures the safety of myself and others



Fundamentally, there are 3 BASIC EXPECTATIONS at Dawlish College:

- 1. Be safe**
- 2. Be kind & polite**
- 3. Follow instructions**

As a parent and carer I/we will:

1. Ensure my child attends regularly, on time and properly equipped
2. Support my child's learning, including completion of homework
3. Support staff in maintaining the high standards of behaviour and uniform expectations in line with the school Behaviour & Exclusion Policy
4. Inform the school of any concerns or problems that might affect my child's work or behaviour
5. Respond to any reasonable requests to attend consultation evenings and discussions about my child's progress and behaviour

Rewards

Students and staff are encouraged to start each lesson as a fresh start, in which all students and staff demonstrate the school values and rewards, verbal praise is given consistently together with personal messages home to parents from staff.

The best strategy for behaviour management is the consistent and regular use of praise. Praising those students who are doing the right thing reinforces their actions and behaviours and encourages other students to behave similarly. This is also a vital area for developing positive working relationships where staff and students share a mutual respect and a desire to make the right choices.

Good choices by students who are consistently following expectations will be regularly and consistently rewarded by:

- Dawlish Diamond awards (x4 per day)
- Praise messages being sent home
- Letters and telephone calls home from teaching staff, tutors, progress Leaders and Leadership Team
- Celebration events and Awards Evenings
- Being successful in application for Student Leader roles
- Year 11 Passport to Prom ticket

- Being selected to support with visitors to the school
- Invitation to lunch with the Headteacher
- Participation in trips, enrichment and offsite activities - These will be linked to the number of **ClassCharts** positives students have. Students who have consistently followed the school expectations and have positive behaviour logs on **ClassCharts** will be invited to attend trips and offsite activities at the end of each term.

All of the above are monitored by Progress Leaders who will communicate when students have done well. **Parents are encouraged to log on to ClassCharts** (contact the school for further information) to monitor homework set and **ClassCharts** positives/negatives given. This will ensure that collaborative communication is happening regularly between home and school.

Student Support Lead Role

The Student Support Leads are a support mechanism for both students and staff. They will allow teachers to teach in the classroom, when issues arise that need to be immediately dealt with. SSLs are responsible for alerting Progress Leaders and Leadership Team to reoccurring incident with particular students. SSLs are also a support in collecting statements following an incident, this ensures that both sides of a 'story' are listened to, and an accurate and fair sanction can be put in place. The welfare officers offer 1:1 support session and a mentor relationship with students who need regular reflective support.

Student report

Where negative or repeated behaviours are occurring, a student may be put on report. This is a booklet, which will monitor the student's attitude and behaviour in lessons each day for a period of 1 – 3 weeks. Students will be expected to give this to teaching staff at the start of each lesson. It is their responsibility to ensure they collect it at the end of each session, keep the report neat and un-damaged and show this to the member of staff each morning for monitoring.

Students can be put on a subject specific report if the issue arises in one particular faculty. A child should be on report for a maximum of 3 weeks; if no improvement is seen, parents will be invited in to school to discuss their child's attitude to learning and behaviour. Whichever member of staff places the student on report should monitor progress and communicate its effect to other staff. If a student is placed on more than one subject report at the same time, this will be replaced by a progress Leader whole-school report and monitored by leadership.

Home Learning

Home learning is set by teachers to support and further develop the learning and understanding that takes place during school hours. It is an expectation of the school that students will complete home learning, as set, by the due date and to the best of a student's ability. All home learning is logged on **ClassCharts** for both students and parents to access. **ClassCharts** access ensures that you are able to support your child in completing home learning. Students will be given sufficient time to complete home learning and a clear deadline will always be given by staff. Where necessary, students are encouraged to seek help with home learning before the deadline for completion. Where a reason for not completing home learning is substantial, parents are asked to communicate this directly to staff, either via a letter, e-mail or contact with the tutor.

Uniform

Effective teaching and learning require a sense of pride in oneself. This starts with a smart and tidy appearance, which helps to instil discipline and pride in students. It raises aspiration and encourages students to have high expectations of themselves and others. In order to ensure all students, have high expectations for themselves and others the school supports a zero tolerance in this. All school staff will consistently adhere to this.

All students in school should wear the correct school uniform – see separate uniform policy. Students who attend school wearing incorrect uniform, without a valid reason logged in their jotter during the Warm Welcome, will be sent straight to Room Eleven and will not be allowed to attend lessons. Parents will be contacted and uniform may be arranged to be brought into school. If contact cannot be made students will

work in Room Eleven until appropriate uniform is sourced. This could include issuing an appropriate alternative from school supplies that the student will be expected to wear. Parents are asked to contact the school if there are particular needs or concerns with regard to school uniform, where every support will be given. The Headteacher's decision is final.

Sanctions

Where possible it is most effective for staff to deal with behaviour concerns and follow through sanctions swiftly and expediently. Students respond best to teachers who are seen to be fair, consistent and who make the consequences of actions clear prior to issuing sanctions. Staff actively show reluctance and care when explaining the consequences of disruptive behaviour. It is impossible to match sanctions with misdemeanours, but it is important that any sanction is seen as proportionate to the action earning the sanction. Where possible, adults should seek to deescalate problems that arise. Warnings will always be given to allow students the chance to address the concern before a sanction is imposed.

Monitoring behaviour in the classroom - 3 levels

Escalating Behaviour	Description	Staff Action
Green 1st warning	Student disrupts learning	Student is discreetly informed that they have reached green level and are spoken to with reluctance and care. Name is clearly written on board
Amber 2nd warning	Student continues to disrupt learning despite previous warning	Student advised they are now at an amber level – this is an opportunity for student to reflect and change behaviour, prior to being sent to Room Eleven. Staff to move students to a different area in room (where possible) Name is clearly written on board
Red Room Eleven	Student continues to neglect the warnings	Student is sent to Room Eleven ClassCharts entry created for student by member of staff on duty in Room Eleven Student remains in Room Eleven until the end of the next break time (Lesson 1-4) or until 4.00pm after school (Lesson5/6).

Reasons for being kept in Room Eleven across a break time/ after school include: • Lateness to a lesson (3 times in a week)

- Receiving a '2' score on report from a member of staff
- Failure to follow the school 'social expectations'
- Behaviour that disrupts the learning in class
- Inappropriate equipment
- Smoking/vaping in uniform– will result in **a week of social (break) time being removed.**

After-School Detentions (ASD) (3.35pm – 4.00pm)

Students may receive an ASD for the following reasons:

1. **Reaching RED and getting sent to Room Eleven during Lesson 5 or 6.**
2. *Being out of a lesson ('truanting') without a valid note from an adult (the student will also spend the remainder of that lesson in Room Eleven as well as the ASD). **
3. *Reaching RED in a lesson with a cover teacher (i.e. anyone who is not the normal, timetabled teacher for that lesson, whether internal or external cover/supply or another member of teaching staff covering the lesson). **

*There is also a 'Late Stay' weekly ASD option led by a member of the senior leadership team that might apply instead of the daily ASD for these types of behaviour.

Students out of lessons and 'Truancy'

Students who are not in their lessons when they should be must have a valid note from their supervising adult. 'Valid' means initialled by the adult with a date, time and reason for being out of the classroom. This includes during the 3 transitions between lessons – students should go directly to their next lesson and then ask the adult's permission to go to the toilet/fill their drinks bottle etc. should they need to (notwithstanding reasonable adjustments as per SEND/Medical policies).

The definition of 'Truancy' at Dawlish is:

1. It is lesson time
2. A student is not in their timetabled lesson
3. They do not have a signed, time-stamped, dated note from an adult that explains why they have got permission to be out of that lesson

Consequences:

1. Students truanting may be sent to Room Eleven or returned to their lesson by any adult/member of staff at their discretion and under the direction of the leadership team
2. They should expect to receive an ASD at 3.35pm that day or a 'Late Stay' ASD
3. If they refuse to go to Eleven and/or reach RED in Eleven, it is likely to lead to a suspension for not following instructions and therefore being unsafe

Social (Break) Time Expectations – failure to follow results in losing 2 break times (immediate)

- Follow direct instructions given to you by any member of staff.
- Balls are only to be used on the field, Astro turf and basketball court.
- No dangerous behaviour anywhere around the site.
- No running at any time in the Quad area, or any other corridor space.
- Tables around the site are only to be used for sitting at or eating at.
- All outdoor wear to be removed once settled in an indoor space.

Reasons for being internally isolated for a longer period of time include:

- Arriving after the bell at 8.45am
- Being removed from a lesson by a member of the Senior Leadership Team (after all 3 stages and a refusal to leave)
- Incorrect uniform - until resolved
- Direct failure to follow instructions from a member of staff
- Assault - fighting/violence towards another student

- Truancy
- Theft
- Bullying
- Persistent defiance
- Indirect offensive/inappropriate behaviour or language

Suspension

Headteachers have the power to discipline students for misbehaving outside of school premises; this includes any behaviour which could adversely affect the reputation of the school. The behaviour of a student outside of school can be considered grounds for suspension.

If a decision is made to suspend a student for a fixed term, a telephone call will be made to parent/carers to inform them of the decision. Parents/carers will be asked to come to the school to collect their son/daughter immediately. Students will remain off the school site, supervised by parents for the duration of the suspension. Parents will be informed of this via telephone and in writing. This will be logged on the student's profile and remain there for the remainder of their academic life. This is time for the family to reflect on the behaviour and education of students, with a clear plan of action to ensure that this sanction is not repeated further in the academic year. The school will use suspensions for serious incidents, some of which are listed below, although not an exhaustive list.

- Repeated incidents of bullying towards another student
- Direct offensive/inappropriate behaviour or language towards a member of staff
- Fighting or threatening violence towards a member of the school community
- Racist or homophobic abuse
- Substance abuse
- Sexual misconduct
- Direct and blatant offensive behaviour, defiance or verbal abuse to a member of staff
- Actions that endanger the health and safety of members of our community
- Actions which persistently stop the teaching and learning in class.
- Persistent defiant behaviour
- Theft
- Breach of mobile phone guidelines in this policy
- Entering a toilet cubicle with one or more other people
- Reaching 'RED' in Room Eleven
- Failing to arrive in Room Eleven within 5 minutes of the incident ('RED') Being logged on ClassCharts (i.e. refusing to leave the lesson or not going directly to Room Eleven from the lesson).

Parent meetings - re-integration

After a period of internal isolation or suspension, parents will be asked to attend a re-integration meeting with a SSL and a member of the Leadership Team. Students should also attend this meeting and will not be permitted to attend mainstream lessons until this meeting has taken place. This is an opportunity for parents/carers to talk with senior staff at the school and to look at a support package for the student to ensure everything is in place to help the student make the right choices for their future. This meeting will be written up in a Personal Support Plan (PSP).

Suggestions for further support may include:

- Appointments with the outreach - one to one support work
- Referral to specialist agencies like Y-Smart, Educational Psychologist, Careers SW and CAMHS
- Alterations to student timetable as part of a support package which can be temporary or permanent

- Students can access independently or be referred by staff to the school nurse intervention support, with any health-related concerns
- Students can access the school Police surgery each week with any concerns around various different issues in and out of school
- Educational Welfare Officer – managing attendance levels, which includes early intervention by meeting with parents and students
- Mentoring can be put in place with a trusted member of staff where students have expressed their own concerns regarding a variety of welfare issues, be they issues at school, or elsewhere
- Early help – Assessing young people and family's needs and putting specialist plans together with other agencies involved with the young people or families

Targets will be set during this meeting and a review date will be arranged. If targets are not met during this period of time, parents will once again be asked to attend a meeting with the Headteacher.

Permanent Exclusion

The school has a good record with low numbers of permanent exclusions, working hard to support students and their families who are deemed at risk of permanent exclusion. The Assistant Principal attends the integration and exclusion panels for the area which are held regularly.

The Devon County Council Inclusion Officer allocated to Ivy Education Trust schools is Alastair Smith.

A student may be permanently excluded if;

- All other strategies have failed, and the student is persistently disruptive.
- The offence was a serious, one-off offence such as;
 - Serious, actual or threatened violence against a pupil or member of the school personnel
 - Sexual abuse or assault
 - Supplying/using/carrying an illegal drug
 - Carrying an offensive weapon - Any other serious offence

If the Headteacher, or a representative in their absence, decides to permanently exclude a student the following procedure will be followed. A telephone call will be made to parent/carer to inform them of the decision. If the student is in attendance at the school, they will be asked to collect their child as soon as possible. A letter will follow this within one school day, which will state:

- The reason for the permanent exclusion
- The parent/carer rights to make representation about the exclusion to the Governor Disciplinary Committee (GDC)
- The name and contact details of the person whom the parent/carer should contact if they wish to make representation

Prohibited Items

Suspensions will be given for possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, lighters and cigarette papers along with any other associated smoking paraphernalia
- E-cigarettes, vapes and vaping liquids along with any other associated vaping paraphernalia
- Fireworks
- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- A mobile phone and/or any connectable electronic devices carried in breach of this policy and the mobile phone guidelines within it
- A Yondr unlocking station, or a similar strength magnet that could be used to unlock the Yondr Pouches

Confiscation

Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff will be another member of staff present as a witness to the search.

When an authorised member of staff conducts a search without a witness, they will immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

The authorised member of staff will always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff will consider why this is. Reasons might include that they:

1. are in possession of a prohibited item;
2. do not understand the instruction;
3. are unaware of what a search may involve;
4. have had a previous distressing experience of being searched.

The member of staff will take all reasonable steps to reassure the pupil about items 2, 3 and 4. However, if a pupil continues to refuse to co-operate, the member of staff will assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for prohibited items. Any decision to use reasonable force will be made on a case-by-case basis and will be a last resort, where the member of staff considers that conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. It should also be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

Alternatively, where the member of staff decides that the use of reasonable force is not appropriate but there is reasonable suspicion that the pupil will not co-operate with the search because they are in possession of a prohibited item that they do not want to be confiscated, the school will reserve the right to sanction the pupil at the Headteacher's discretion in line with the school's behaviour & exclusion policy as if a prohibited item had been found and confiscated.

The authorised member of staff may use a metal detector to assist with the search.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to an external agency is required.

STUDENT PHONE POLICY & GUIDELINES

Phones (and any related connectable electronic devices) are not to be used during school. Every student is either offered (legacy) or given the opportunity to purchase for £25 a personal Yondr Pouch. It is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.



Setting students up to succeed...

There are 3 OPTIONS that make it virtually impossible to fail and breach the mobile phone policy at Dawlish College:

- 1. Leave the phone at home – come to school phone free**
- 2. Lock the phone in a Yondr pouch on entering the school site**
- 3. Hand the phone in to an adult in the Warm Welcome or elsewhere for safekeeping**

DAILY PROCESS – if using a Yondr pouch

Beginning of the Day

Students must bring their Pouch to school with them each day if using one.

As students arrive to school they will:

- 1) Turn their phone off.
- 2) Open their Yondr Pouch by tapping against the Unlocking Base.
- 3) Place their phone inside the Pouch and secure it in front of school staff.
- 4) Store it in their bag for the day.

End of the Day

Students will:

- 1) Open their Pouch
- 2) Remove their phone
- 3) Close their Pouch (Important to stop the pin bending in the bag)
- 4) Keep in their school bag overnight.

Late Starters or Early Leavers

Students arriving late or leaving early will pouch/unpouch their phones in Student Reception.

VIOLATIONS

Pouches will be checked to make sure they have not been damaged

Pouch Damage or Lost Pouch

If a student damages or loses their Pouch, parents/carers will be charged a **£25 fee for a replacement Pouch**. Any phone not in a working Pouch must be handed in to Student Reception.

Examples of damage:

- Ripped fabric
- Cut
- Torn
- Bent/cut pin
- Signs of force to black button on flap
- Damage to the black ball
- Pouch opens without unlocking station

Phone seen during School

If a student is found in possession of a phone outside a Yondr pouch, the phone will be confiscated and (in the majority of circumstances) the student will be suspended for breaching this aspect of the behaviour & exclusion policy.

Forgotten Pouch

If a student forgets their Pouch, **their phone must be handed in to Student Reception, who will contact home to remind parents/carers of the policy.** The phone will be returned to the student at the end of the school day.

If a student consistently forgets their Pouch, it is considered Lost. **Refer to the Lost Pouch policy above.**

Unlocking Stations

If a student is found in possession of a Yondr unlocking station, or a similar strength magnet used to unlock the pouches, this will be considered a serious offence, and could lead to a suspension.

Accidental Damage

Notify the school immediately explaining what happened. If any damage is spotted at a pouch check it will be considered intentional unless the student has raised it previously.

Connectable Electronic Devices (e.g. smartwatches, headphones etc.)

Phones must be turned off before being placed in the Pouch (see 'Daily Process'). The use of an electronic device to access the functionality of the phone will be treated in the same way as the use of a phone (see 'Phone seen during School').

Student and Family support

The school has a strong pastoral team on site to deal with issues as they arise in school. Staff can alert a member of the pastoral team to any concerns at any time. Support for students and families will be offered where it is felt there are underlying issues, which are being shown in the student's behaviour in school. These are preventative measures to ensure every opportunity is given to support students in making the right choices and understanding their own behaviour and its impact.

The pastoral team work closely with the Special Educational Needs and Disability (SEND) team. In particular making specific contact with outreach and advisory teachers for example, students with ASC, physical difficulties, are hearing impaired, visual impairment, and physiotherapists or occupational therapists.

The Student Intervention Co-ordinator (SIC) will work alongside the pastoral team. The aim of the service is to offer early intervention, preventative support, guidance and advice to improve outcomes for children, young people and families within the school context, through working in partnership with parents, carers and other agencies.

This policy will be reviewed annually and is a result of work by several forums and significant discussions with staff, student, parents and Governors. All staff, student and parents are expected to follow this policy consistently to ensure a safe and positive learning environment is part of college life.

POLICY AMENDMENT RECORD

Date	Reviewed by	Nature of change	Next review date
Sept 2022	Kate Bukowski	Updated policy in line with DfE Guidance September 2022	September 2023, and as required.
Date	Reviewed by	Nature of change	Next Review Date
Sept 2023	Kate Bukowski	Updated policy in line with DfE Guidance September 2023	September 2024, and as required
Date	Reviewed by	Nature of change	Next review date
Oct 2024	Kathryn Wharton-Darke	No amendments	September 2025, and as required.
Date	Reviewed by	Nature of change	Next Review Date
08 July 2025	Kathryn Wharton-Darke	No amendments	September 2026 and as required

