



KING WILLIAM'S COLLEGE

King William's College

Behaviour Management Policy

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KING WILLIAM'S COLLEGE

BEHAVIOUR MANAGEMENT POLICY

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1 INTRODUCTION & AIMS

1.1 King William's College (the 'School') is a small school that fosters a strong sense of community and allows individuals to flourish. As a Christian foundation we believe that education should be of the whole person and we seek to prepare our pupils to be confident and responsible citizens with a life-long love of learning.

In this context our aims can be stated as follows:

1. **A SENSE OF COMMUNITY.** We aim to create bonds of friendship and mutual support which will last a lifetime. Our pupils should play an active role in the school community and the world beyond.
2. **ACADEMIC RIGOUR.** We aim to offer an education with academic rigour at its heart. This also informs our approach to the curriculum, in particular our endorsement of the values and internationalism of the International Baccalaureate which underpins the education we provide throughout the school.
3. **FOCUS ON THE INDIVIDUAL.** We aim to support and stretch the individual. To achieve this aim we need to provide teaching and learning of the highest quality together with appropriate support structures and an extensive enrichment programme.
4. **OPPORTUNITY.** We aim to provide an education which offers a wide range of opportunity outside the classroom. Our aim is to offer an excellent programme of sport, drama and music and a broad range of extracurricular activities.

1.2 In addition to the College aims, there are also pastoral aims which encourage the following:

Kindness

Model kindness

Lead by example and show everyone else what being kind looks like.

Encourage kindness

Have an expectation that others will be kind - carry out acts of kindness

Notice kindness

Recognise and praise others when you notice them being kind.

Stand up for others

Give support to others and let them know they are not alone.

Be kind to yourself

*Do not expect perfection. **Challenge** yourself while looking after your **wellbeing**.*

Wellbeing

Mind your Head!

Connect with the people around you

Be active. Go for a walk or run, cycle, play a game, garden or dance.

Take notice. Be observant, look for something beautiful or remark on something unusual.

Keep learning.

*Give what you can: time, patience, and understanding. Be **kind**.*

Challenge

Set yourself goals

Everyone has their own goals. What can you do to challenge yourself?

Be Realistic

Consider having four realistic goals at a time: academic, mental, social and physical.

Be Resilient

What do you do when you face a challenge? What do you do when things do not go to plan?

Be Determined

If at first you do not succeed, try, try again.

- 1.3 A positive approach to behaviour and discipline is promoted: praise is promoted over punishment, although inevitably there is a hierarchy of consequences for those who fail to keep to the standards required of them. The primary aim of School consequences is reform and improvement, rather than punishment. Consequences must also take into account not only the welfare of the individual, but also the needs of the community as a whole.
- 1.4 Staff are encouraged to be open and accessible and are required to respect the pupils in the way they address and treat them, to be fair and be seen to be fair. The development of the individual with respectful relationships is essential, along with the safety, health, welfare and well-being of everyone in the community.
- 1.5 Senior pupils, and particularly the School Praepositors, House Prefects and Peer Mentors, are expected to set high personal examples and to care for other pupils' welfare. New pupils are guided on what we expect and where to turn for help.
- 1.6 School Praepositors meet weekly with the Deputy Heads. Patterns of behaviour are discussed, as are ways in which the school responds and ways in which good behaviour can be promoted or modelled.
- 1.7 Within the boarding houses, senior students play a key role in supporting the pastoral welfare of all students. They work in conjunction with House Staff in building a culture of mutual respect within the community.
- 1.8 To encourage pupils in good behaviour and positive attitudes there are marks of recognition for good work, behaviour, effort, achievement and contribution to the School's life.
- 1.9 Linked policies are all available on the KWC website or in hard copy from the Principal's Office: Anti-Bullying Policy, Equal Opportunities, School Rules, E-Safety Policy, Restraint Policy, Alcohol Drugs and Tobacco Policy.

2 ACCEPTABLE BEHAVIOUR

- 2.1 The School defines acceptable behaviour as including the requirements to:

- be courteous, co-operative, helpful and considerate towards:
- other pupils when inside and outside of the school, teachers and other school staff, visitors or other persons within/outside the school premises
- be punctual for school, registration, lessons, Chapel, assembly and other activities
- behave in a manner which contributes to a positive learning environment
- always complete school work to the best of their ability
- wear proper school uniform or 6th Form dress code
- respect each other, and appreciate everyone regardless of race, culture, religion, lifestyle, sexual orientation, ability/disability and physical characteristics

- honour all commitments freely undertaken
- respect the school environment and the property of others

3 UNACCEPTABLE BEHAVIOUR OR MISCONDUCT

3.1 The School defines unacceptable behaviour as that which includes any behaviour taking place inside or outside of school which disrupts or impacts on the learning or welfare of other pupils, on the maintenance of health, safety and discipline within the school community or which brings the good name of the School into disrepute.

3.2 Tolerance of others: It is expected that everyone in the community will be accepting and tolerant of others. The community will not accept or promote prejudicial or discriminatory behaviour towards others on the basis of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation. Conduct, including online conduct, at all times should be guided by a spirit of kindness.

3.3 Bad Language: The use of bad language is unnecessary, may be insulting to others and damaging to the person who uses it. It creates an unpleasant environment and so is inappropriate at school, as in any formal or public setting. For these reasons its use is unacceptable and may lead to school consequences.

3.4 Bullying and Fighting: Threats, physical attack, name-calling, mocking, harassment, racism, bi- or homophobia, transphobia, misogyny, ostracism and all forms of victimisation, whether face-to-face or in another forum, are bullying. During any period of pandemic infection control measures, deliberately increasing the risk of infection to another, or causing upset by threatening to do so, is bullying. Bullying has never been tolerated and will not be excused in any circumstances – it can cause great and lasting harm. It is a serious matter which may lead to suspension or expulsion. The anti-bullying policy can be found in Appendix 8.

3.4 Current School Rules are given in Appendix 2.

4 PHYSICAL CONTACT AND RESTRAINT

4.1 Guidance on Physical Contact and Restraint can be found in The Restraint Policy in Appendix 5.

5 REWARDS AND CONSEQUENCES

5.1 Corporal Punishment is not used at the School.

5.2 An outline of Rewards and Consequences for King William's College is set out at Appendix 1

6 SERIOUS MISCONDUCT WITH SPECIFIC CONSEQUENCES

6.1 Serious misconduct **may** lead to suspension or exclusion. Examples of potential serious misconduct behaviour are given (but not limited to the) below:

- possession, use or supply of drugs in school or in school related contexts
- possession, use or supply of alcohol in school or in school related contexts
- possession, use or supply of cigarettes/tobacco or vaping equipment in school or in school related contexts
- bullying and harassment
- threatening language or behaviour or intimidation
- violence or physical abuse

- theft
- academic dishonesty
- swearing or aggression directed at a member of staff
- flagrant or repeated breaches of the school rules
- criminal activity
- acts that potentially or actually endanger others
- behaviour of a sexually inappropriate nature
- being behind a locked door with other students without a reasonable explanation.

6.2 Further information regarding Alcohol, Smoking and Drugs & Substance Abuse is given in The Alcohol, Smoking and Drugs Policy – Appendix 6.

7 EXTERNAL AGENCIES

7.1 Some types of harassing or threatening behaviour, or types of communication, could be a criminal offence and may involve contacting the police or other agencies. A bullying incident will be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. In such cases, the Designated Safeguarding Lead will report significant concerns to Isle of Man Department of Social Care.

7.2 There is also a procedure in place for conducting a search or confiscating any illegal items or items that are prohibited under the school rules. The College has a legal duty to report the possession of some items to the police.

7.3 The College works closely with external agencies (Social Care, Police, other schools, CAMHS etc) to encourage and ensure that the highest standards of behaviour are maintained at all times.

8 CONFISCATION AND CONDUCTING A SEARCH

8.1 A member of staff may confiscate, or retain a pupil's property as a punishment so long as it is reasonable in the circumstances. What happens to confiscated items is detailed in the school's separate policy for conducting a search of pupils and their possessions. A copy of the Search Procedure is available in Appendix 7.

9. DISCIPLINE BEYOND THE SCHOOL GATE

9.1 The College's rules and standards of behaviour apply when a pupil is on a school trip; when a pupil is travelling to or from school; and when a pupil is in school uniform or identifiable as a pupil at the school. Any breach of a school rule in these circumstances will be treated seriously.

9.2 The College may also take disciplinary measures where a pupil misbehaves in a way that: poses a threat to another pupil or member of the public (including online behaviour); could have repercussions for the orderly running of the school; or could adversely affect the reputation of the school. If a problem comes in to school, it will be investigated as a school issue as it affects the educational experience of the pupils.

10. MONITORING AND EVALUATION

10.1 Feedback on the College's approach to rewards and consequences will be sought from pupils via a variety of means, including College Council, and occasional questionnaires.

The monitoring and evaluation of the effectiveness of this policy and its implementation will be carried out by the Deputy Heads and volunteers from the teaching staff. It is reviewed regularly.

Appendix 1 - REWARDS AND CONSEQUENCES

All rewards and consequences must be applied fairly and consistently. None of the School's consequences will be degrading or humiliating.

REWARDS

We recognise and encourage positive pupil involvement, co-operation and achievement in all aspects of school life. Teachers promote positive patterns of behaviour through example and through their recognition and praise of good behaviour and achievement in pupils. A range of awards recognise and celebrate pupils' achievements and efforts which include:

- verbal praise
- positive written comments on work and on Firefly feedback
- displaying pupil work in classrooms and around the school
- teachers sending samples of a pupil's exemplary work to the Principal for his own personal commendation
- celebration of achievements at Year and Whole School assemblies
- for the boarders, celebration of positive achievements at House Prayers
- celebration of achievements on the School website and social media
- distribution of prizes on Founders' Day celebrating achievements over the academic year

Positive behaviour which enhances the School's code of conduct is noted electronically on iSAMS.

Colours

The awarding of colours is the highest internal honour that College can bestow on a student and whilst it is tempting to use this system to recognise achievement of the many, there is a danger that such an approach devalues the significance of the award. Full colours are typically awarded only to students in the Sixth Form.

Academic Colours

Full Academic Colours are awarded in the Autumn Term of the Lower Sixth to students who sat their (I)GCSEs at KWC. In order to be eligible for Colours, a student should have achieved straight A*/A or 9-7 grades with at least 4 A*/8/9. Any non A*/A or 9-7 s should be off-set by additional A*/8/9 grades. Further awards of Academic Colours may be made later on in the year, or in the Upper Sixth, on the basis of exceptional performance in the internal school examinations.

Sports Colours

Full Colours

Awarded for **excellence** in a sport or for **outstanding** contributions to that sport. As a guideline the pupil will have reached a level equivalent to County/National standard on the field of play, or if failing to reach this level has shown a quite outstanding contribution to the sport within school, usually in the form of exceptional leadership. It is likely that the pupil will have represented the school for at least two years at first team level in over 80% of fixtures (unless injured or in exceptional circumstances). However, regular participation as a member of the first team should not be sufficient in itself to merit the awarding of colours. The student must be a role model for all pupils in the school and an ambassador for the school on and off the field. Full colours are typically awarded in the sports of rugby, hockey, cricket, netball, football, basketball and athletics; however, in exceptional circumstances full colours may be awarded in any sport.

Colours will only be awarded for participation whilst representing the College, not for achievements in external competition.

Names of those nominated for full colours must be submitted in the first instance to the Deputy Head Pastoral and Principal's Secretary. A full explanation giving the reasons why the pupil should be awarded colours must be provided to the Deputy Head Pastoral on request. Whether a nominee receives full colours is ultimately the decision of the Principal.

Half Colours

Awarded for the pupil playing very well for the first team, demonstrated through performance in over 80% of fixtures in a season (unless injured or in exceptional circumstances) or outstandingly well at second team level in over 80% of fixtures, or making a first-rate contribution to that sport. This is likely to be excellent lower sixth players or upper sixth players who have failed to reach full colour criteria. It does not exclude upper fifth pupils but this will be an exceptional award. Names of those to be awarded half colours must be submitted to the Director of Sport who will seek the approval of the Deputy Head Pastoral for the award to be made.

Music Colours

Full Colours

Awarded for **excellence** in Musical Performance or for **outstanding** contributions to Music in the school. The student will have made a truly significant contribution to Music. It is very likely that the pupil will have represented the school for a minimum period of two years in various Musical events. However, regular participation in performances should be not be sufficient in itself to merit the awarding of colours. Names of those nominated for full colours must be submitted in the first instance to the Deputy Head Pastoral and Principal's Secretary, giving the reasons why the pupil should be awarded colours. Whether a nominee receives Full Colours is ultimately the decision of the Principal.

Half Colours

Awarded for a pupil offering an exceptional performance or technical contribution to Performing Arts. This is likely to be excellent lower sixth musicians or upper sixth musicians who have failed to reach full colour criteria. It does not exclude upper fifth pupils but this will be an exceptional award. Names of those to be awarded half colours must be submitted to the Head of Music who will seek the approval of the Deputy Head Pastoral for the award to be made. On a practical level, it is expected that there will be continued commitment to ensemble/choir rehearsals on a weekly basis, alongside a willingness to perform in public concerts and be proactive in taking part in these activities. It is likely this contribution will be over a period of at least a year. Regular attendance and notable progress in individual music lessons will also form part of the criteria for Half Colours. A willingness to fulfil an ambassadorial role will also be expected.

Half colours should only be awarded to members of the Sixth Form unless circumstances are exceptional.

Drama and Public Speaking Colours

Full Colours

Awarded for **excellence** in Dramatic performance or Public Speaking, or for a **outstanding** contributions to Drama or Public Speaking in the school through direction, performance or technical expertise. As a guideline the student will have made a truly significant contribution to Drama or Public Speaking. It is very likely that

the pupil will have represented the school for a minimum period of two years in various dramatic or public speaking events. However, regular participation in performances should not be sufficient in itself to merit the awarding of colours. For Public Speaking, as a guide, a pupil will have at least four years experience of debating along with representing the College at two other public speaking competitions (e.g. Thomas Cranmer Award, Jean Steels' Rhetoric Prize, Rotary Public Speaking, Oxford Schools' Debating, Advocacy Award. The Guild, or Chapel Sermons).

Names of those nominated for full colours must be submitted in the first instance to the Deputy Head Pastoral and Principal's Secretary giving the reasons why the pupil should be awarded colours. Whether a nominee receives full colours is ultimately the decision of the Principal.

Half Colours

Awarded for a pupil offering an exceptional performance or technical contribution to Performing Arts. This is likely to be excellent lower sixth dramatists or upper sixth dramatists who have failed to reach full colour criteria. It does not exclude upper fifth pupils but this will be an exceptional award. As a guide, the following commitment may result in a nomination for half-colours:

Drama & Public Speaking: 3 years experience in debating and two other oratory competitions.

Names of those to be awarded half colours must be submitted to the Head of Drama who will seek the approval of the Deputy Head Pastoral for the award to be made.

Intermediate Colours

Intermediate colours are intended to allow recognition of significant achievement for students in the Lower and Middle Fifth. They should be awarded with the same stringency as full colours, as acknowledgement of sustained commitment over time. There are no half-colours at Intermediate Level, and awards to the Lower Fifth should be for truly exceptional achievement. There will always be a sustained commitment to the extra-curricular life of the College.

Drama & Public Speaking: at least 2 consecutive years' experience of debating.

Junior Colours

Junior colours are intended to allow recognition of significant achievement for students in the Lower and Upper Fourth. They should be awarded with the same stringency as full colours, as acknowledgement of sustained commitment over time. There are no half-colours at Junior Level, and awards to the Lower Fourth should be for truly exceptional achievement.

Music: Regular commitment to the musical life of the college, including ensemble/choir attendance and a sustained progress in instrumental/singing lessons.

Drama & Public Speaking: Participation in three or more public speaking competitions in a year.

Colours in Other Areas

Awarded for outstanding service to the school community and the house system. This award recognises students who have made a significant impact through their dedicated involvement and contributions. As a guideline, the student will have demonstrated exceptional commitment to the school community and the house team over a minimum of two years. They should have participated in at least 6 significant school or house events. Regular involvement in these activities is crucial; however, participation in these events alone will not suffice for this award.

Names of those nominated for full colours must be submitted in the first instance to the Deputy Head Pastoral and Principal's Secretary giving the reasons why the pupil should be awarded colours. Whether a nominee receives full colours is ultimately the decision of the Principal.

Awarding of Multiple Colours

It is possible for a student to be awarded colours in more than one field of achievement but this would be a rare event indeed.

Re-awarding of Colours

Whilst it is possible for colours to be re-awarded, this would require the student not simply to repeat previous levels of achievement, but to excel beyond previous expectations.

Rewards

Rewards are given to praise such things as good work, effort or behaviour. An accumulation of rewards are celebrated in the year Group Centres with awards such as "Star Pupil". The Principal will congratulate accumulated excellence throughout a term for each year group at the Whole School End of Term Assesmbly. Rewards are noted on the Rewards section of iSAMS.

CONSEQUENCES

Students who do not conform to the standards of acceptable behaviour as outlined in section 2.1 can expect to reflect on the consequences of their actions. Consequences may be linked to work, effort, behaviour and personal conduct. Whenever possible, exploration of an issue, restorative approaches and a chance for improvement are given before resorting to consequences. In some repeated or more serious cases, a consequence may be the most appropriate course of action. Appendix 3 gives guidance on possible consequences in response to certain behaviours.

Warning: For minor breaches of the School or pastoral aims, a warning may be given to a student with a reminder of the expected standards of behaviour. Warnings are noted in the Conduct Concern section of iSAMS.

Detention: A pupil who produces work demonstrating inadequate effort or who fails to produce work may be required to attend Class Detention. A Department Detention may be awarded if the situation does not improve. Persistent inadequate effort will result in a Friday after-school detention. Any pupil repeatedly placed in a Friday after-school detention may be placed in Principal's Saturday morning detention. Detention time is a consequence of an action and therefore should be used productively to restore confidence or improve in respect of the initial conduct concern.

'Report'

A student whose work or behaviour is below standard, particularly owing to unsatisfactory effort, may be put 'On Report' by his or her Year Head or Tutor. The student receives a sheet on which each teacher makes a comment on the Effort and Achievement in each lesson. This 'Report' is inspected daily by the Year Head or Tutor. The period 'On Report' will continue until there is clear evidence of improvement. This should not be seen as a punishment but a chance to improve standards and restore confidence.

A pupil may also be put 'On Report' for one or more specific subjects.

A pupil may also ask to be put on 'Voluntary Report'.

For students who require additional guidance, they may be placed on Deputy Head's Report (as above with the addition of reporting to the Deputy Head at 8am every morning).

Suspension

The Principal has the discretion to temporarily exclude (suspend) a student from the School Community but will not do so without just cause and a thorough investigation. An internal suspension, where a student is supervised away from the usual school routine may be used. If the Principal is absent, the process will be done by either of the Deputy Heads in consultation with the Principal.

Exclusion

The Principal has discretion to exclude a pupil from the school community but will not do so without good and just cause and a thorough investigation. Such action will never be taken lightly and the Principal will always consult with the Chairman of Governors or his Deputy before deciding to exclude.

It is recognised that a pupil or parents may wish to request a review of such a decision. A copy of the School's Complaints Procedure is available on the KWC Website or from The Principal's Office.

Consequences are not arbitrary but are based on the following principles:

- they must not humiliate or physically tire the offender.
- they must be justifiable and appropriate to the scale of offence and the pupil's age and circumstances.
- punishments may include an element of reparation or remediation.
- parents are involved over any serious or repeated misbehaviour.
- punishments are recorded electronically on iSAMs. The Tutor, Year Head and Boarding HM are kept informed and can monitor what is happening. The Deputy Head Pastoral keeps an overall view of the Rewards and Conduct area of iSAMs.
- pastoral guidance is given alongside punishment.

SCHOOL RULES

The purpose of these rules is to ensure that in the environment provided and the relationships developed, pupils learn to respect each other, those in the wider community in which they live and their surroundings, in a manner which balances ambition with a sense of duty, friendliness and community.

GENERAL

In all matters concerning behaviour, care and consideration for others and for the good name of King William's College must be of paramount importance and any actions which could bring discredit to the College, whether committed within or without College, will be dealt with by such consequences as are deemed to be appropriate to the situation. The primary aim of any consequence is to restore trust and provide an opportunity for self reflection and improvement. Any action which breaks the law of the land will automatically be deemed to be discreditable. Certain matters will always be treated as serious, such as smoking, the possession or use of drugs and other illegal or potentially harmful substances, sexual impropriety, bullying (including prejudicial or intimidating behaviour), theft and the carrying of offensive or potentially injurious materials. Some of these are spelt out in separate policy statements and should be regarded as addenda to these rules. Other matters which bring discredit and amount to unacceptable behaviour will be judged on the circumstances.

For your guidance, specific rules, regulations and guidelines concerning various aspects of College life are as follows:

ATTENDANCE

- Pupils must attend all lessons, chapel, assemblies and meals.
- All pupils must register twice during the course of each school day. Morning registration takes place at 8.20am, afternoon registration at 2.10pm.
- Late arrivals must sign in at Reception before proceeding to class.
- Failure to register or persistent late arrival at school will lead to disciplinary action being taken.
- School must be notified of all absences.
- Pupils who need to leave the school premises before the end of the school day must first obtain permission from their Year Head and then sign out of school in Reception.
- Pupils must arrive at lessons, punctually and properly equipped.
- At the beginning and end of term, any pupil who needs to return to school late or depart from school early must obtain permission from the Principal in advance. Boarders must work with the Head of Boarding in providing their travel details.
- All pupils are required to attend all meals, to which they are entitled, unless permission has been given by their Year Head or the Head of Boarding for alternative arrangements to be made.
- Concerning patterns of attendance may be referred to the Department of Social Care Early Help and Support team, or the Educational Welfare Officers.

VEHICLES

Rules for pupils driving to and from King William's College require him/her:

- To have submitted a completed "Driver and Passenger Permission Form" to the Deputy Head Pastoral. This permission will be withdrawn if the pupil fails to obey school rules with regard to driving.
- To use the car only for travel to and from College and not to use the car to leave the site during the normal school day without the express permission of the Head of Sixth Form or the Boarding House Staff as appropriate.
- To park in the approved areas.
- Never to give lifts to other College pupils unless the written permission of the parents concerned has been

logged with the Deputy Head Pastoral.

- To drive in a manner which shows consideration towards others and with due regard to safety.
- To ensure that the vehicle is in a roadworthy and safe condition.

DRESS

- Pupils are expected to adhere to the school dress regulations (including games kit). It is expected that normal school uniform will be of a standard that would be respected in the smartest office environment.
- Persistent failure to comply with these rules may lead to the pupil concerned being sent home until such time as they do comply.
- All items of clothing should be clearly named.
- Lunch in the Barrovian Hall must be in full school uniform (including jacket)/College tracksuit. Headgear and scarves may only be worn outside.
- Pupils attending school events outside normal school hours must attend in uniform unless otherwise advised.
- Hair – pupils' hair must be clean, neat and tidy, and of a natural style and colour acceptable to the Principal. Students below the Sixth Form with long hair must wear it completely tied back (e.g. plaits or pony tail). All students must be clean shaven.
- Skirts must be an appropriate length – rolled up, or short skirts are not acceptable. Skirts should be worn from on or just above the knee. Please remember that the guide here is – “would the strictest critic accept this?”
- Headphones - must not be worn in public areas.
- Jewellery – pupils may wear the following: one pair of sleepers or plain studs worn in the lower part of each ear lobe, and one ring.
- Make-up must be minimal, discreet and natural.
- Below Sixth Form, coloured nail varnish and false nails must not be worn.
- There are occasional optional non-uniform days where own clothes may be worn in exchange for a donation to charity. Sometimes a theme for the day may be announced, but dress appropriate to the school environment must be worn. It would not be appropriate to wear “crop-tops” or “beachwear” for example. If a pupil is unsure about what is appropriate, they are advised to check in advance with their Head of Year in order to avoid any possible embarrassment.

HEALTH

- The College Medical Centre exists to provide nursing care for the KWC boarding community and is on hand to provide emergency first aid for day students, staff and visitors when required.
- Pupils must adhere to the published surgery times except in an emergency.
- A visit to the Medical Centre during lessons or immediately prior to a lesson requires permission from the member of staff who is, or will be, teaching the pupil concerned.
- Day pupils are to inform Medical Centre Staff if they have any medication which needs to be taken while they are at school.
- Boarders' medicines must be declared to Medical and House staff.
- On days when Games are played a Leave-Off Games chit needs to be obtained if a pupil is unwell or injured. Parents of Day Students must inform the games teacher by email/letter that if their child is unable to take part that day. Boarding pupils will be given a chit from the Medical Centre if deemed necessary. All pupils who are unable to participate in Games must report to their Games teacher with their chit prior to the start of each and every Games session. Pupils should be aware that the Medical Centre can only excuse students who are genuinely ill or have a medical appointment.

FOOD

- Food and/or drinks must not be taken out of the Barrovian.
- Eating and drinking in libraries, computer rooms, Stenning, Fifth Form Centre, King's Court Theatre, Bragg Lecture Theatre, classrooms and walking around College is not allowed.
- Chewing gum is not permitted anywhere on campus.
- Bottles of water are allowed at the discretion of the teacher.

DETENTION

- Whole school detention takes place on Friday between 4.30 and 5.30pm. A minimum of 24 hours notice will be given by Year Heads if a pupil is required to attend.
- Full school uniform will be worn by pupils in Friday detention.
- Year Group detentions are held in the Year Group Centres.

PROPERTY

- All pupils are allocated a locker in which to store their property – these should be kept locked. It is the responsibility of the individual to provide their own padlock.
- Valuable property should be handed to Year Heads, or House Master/Mistress in the case of boarders, or be kept under lock and key.
- All personal property should be clearly named.
- It is not sensible to carry more than £5 on the person.
- Mobile phones – Pupils may bring their phones into school but this is at their own risk. Fourth Form Students must have their phones switched off during the school day. The use of mobile telephones in public areas is at the discretion of the teacher in charge of the lesson/activity at the time.
- Sale of goods to other pupils may not occur without the permission of the Year Head.
- Valuables brought in to school are brought in entirely at the pupils' own risk. However the suspected theft of any such personal property must be reported to the Year Head without delay, in which case every attempt will be made to locate it. Pupils should then retrace their movements checking in every place where they may have left their belongings. Most frequently, items reported as stolen have indeed been misplaced.

BREAKAGES

- Please report breakages immediately to the appropriate Year Head.

SOCIAL EVENTS

- Approval from the Principal must be sought before College social events involving pupils are arranged.
- Alcohol may only be served at such events at the discretion of the Principal and in accordance with the law of the land.
- Approval will not be granted without agreed adequate adult supervision.

BOUNDS

- Pupils may not leave the bounds of the College during the school day without the permission of their Year Head, Tutor or Boarding HM and must sign out and in again in the designated area.
- Classrooms without a member of staff present and any other room other than the public rooms of the pupil's own Form Centre and the School are out of bounds.
- Pupils are not to visit the kitchens, maintenance staff blocks, Junior House or the Pavilions unless directed to by a member of the teaching staff.
- The following areas may be used for recreational purposes during break times, weather permitting: front

Chapel, tennis courts, field area opposite the Bursary and the grass area outside Stenning Fourth Form Centre.

- Day pupils wishing to visit the boarding houses must be accompanied by a boarding pupil and have permission from the boarding house duty tutor.
- Pupils, not part of an expedition or trip, are not allowed to visit participants on such expeditions or trips at any time without permission from the teacher in charge. This includes campsites, whether in or out of School.

PROHIBITED ITEMS

The school rules currently identify the following prohibited items. They must not be brought in to school:

- Stolen items and counterfeit goods
- Drugs (including undisclosed medication), alcohol, tobacco, e-cigarettes and 'legal highs'
- Matches, lighters and cigarette papers and e-cigarette paraphernalia
- Solvents
- Fireworks
- Knives and weapons
- Firearms, BB guns, laser pointers, explosives
- Pornographic images
- Any item that a member of staff might reasonably suspect has been or is likely to be used to commit an offence, or to cause personal injury to (including cyber-bullying), or damage to property of, any person (including the student).
- Electronic devices containing images on it or information relating to the above.
- Electronic devices which are being used to disrupt teaching.

The good name of the School depends upon the pupil. The good manners and consideration of College pupils are often favourably commented on and this is a fine tribute to many. The rules are not designed unnecessarily to restrict freedom of activity, but to ensure personal safety, the primacy of academic and cultural activities, respect for others, and above all the continuation of good manners within the community. Much else is a matter of custom, rather than regulation, and in the observance of the rules, pupils are expected to follow the spirit, as well as the letter, of the law.

We want College to be a place where:

- All students keep themselves safe, show respect and are ready to learn.
- It is recognised when student behaviour is persistently safe, respectful or ready.
- Consequences ideally relate directly to the situation.
- We offer ways to explore, restore and improve behaviours so that students learn to solve problems.
- Staff and students are empowered to deal with behaviour as a collective responsibility.



Kindness

Be safe and kind to yourself and others.

Wellbeing

Respect yourself, our space, others' views and needs.

Challenge

Be ready for challenge today and the future.

Please note that behaviour online is as important as behaviour in College. Concerns about online behaviour will be investigated and action may be taken in line with the College Anti-Bullying Policy.

Behaviour Pathway - Academic:

Warnings:

1. Verbal warning
2. Logged warning on iSAMS

Interventions:

3. Required attendance at subject clinic to catch up with missed work (parent and tutor notified by teacher – standard issue letter) and logged on iSAMS
4. Required attendance at Prep Club (Standard issue letter) and logged on iSAMS
5. Core meeting with parents, Head of Year, Deputy Head Academic to discuss progress plan.

Low risk / low impact / occasional

| Pathway | Examples | Possible Consequence | Process and Rationale |
|------------------------------|---|---|--|
| Academic 1 & 2 Warning | Failure to bring correct equipment | Student must show missing equipment to teacher at first available opportunity | Explore and improve understanding of what is needed in a lesson |
| | Non-completion of prep, classwork, coursework, research | Extension: Work to be handed in a first available opportunity. | Explore and improve understanding of what is needed in a lesson. |

Medium risk / medium impact / persistent low level

| Pathway | Examples | Possible Consequence | Process and Rationale |
|-----------------------------------|---|---|--|
| Academic 3,4,5 Intervention | Non-completion of prep, classwork, coursework, research | Attendance at Subject Clinic Attendance at After School Prep Club Friday Detention. | Identify whether the issue is personal organisation or impacts other areas. Consequence of a lack of improvement or restoring of positive teacher-student relationship. |

Behaviour Pathway Pastoral

Warning

1. Verbal Warning
2. Logged Warning on iSAMS

Intervention

3. Year Centre Detention (Tutor standard issue letter home)
4. Friday Detention (Head of Year to contact home)
5. Saturday Detention (Principal to contact home)

Low risk / low impact / occasional

| Pathway | Examples | Possible Consequence | Process and Rationale |
|--|--|--|---|
| Pastoral 1 & 2 Warning ^{go} | Misbehaviour on the school bus | Tutor – Student conversation Write a short reflective paragraph as an empathy exercise | Explore and restore relationship with coach company and possibly peers. |
| | Out of bounds | Teacher – Student conversation Write a short reflective paragraph demonstrating understanding of issue | Explore and restore trust with member of staff and work to improve. |
| | Missed registration | Teacher – Student conversation on importance of punctuality and knowing where students are at a particular time. | Explore and improve understanding of the need for routines and responsibilities. |
| | Uniform issues (including inappropriate dress, make up, or interpretation of the uniform policy) | Teacher – Student conversation. Student must demonstrate understanding of policy to teacher at first available opportunity | Explore and restore trust in knowledge of College uniform policy and expectations. |
| | Using Mobile Device | Removal of telephone / source of distraction to be collected from the Principal's Office | Improve and Restore – explain how removal of distraction removes barrier to learning. |
| | Silliness – not thinking about context | Teacher – Student conversation | Improve and Restore: talk over the issue with the student leading to an opportunity to restore focus and good relationships |
| | Low level disruption, derogatory comments, | Teacher – Student conversation Write a short reflective paragraph as empathy exercise “ <i>how did that</i> ” | Understanding as means to prevent future negative behaviour; teacher identify any |

| | | | |
|--|------------------------|--|---|
| | inappropriate language | <i>make student x feel?"; "how did that make the teacher feel...?"</i> | contributing factors which may be affecting learning. |
| | Chewing Gum | Teacher – Student conversation | Improve and Restore: talk over the issue with the student leading to an opportunity to restore focus and good relationships |

Medium risk / medium impact / persistent low level

| Pathway | Examples | Possible Consequence | Process and Rationale |
|------------------------------------|--|---|--|
| Pastoral Intervention 3,4,5 | Persistent silliness – not thinking about context (including inappropriate language or overly physical behaviour) – low level disruption (including chewing gum) | HoY Detention Continued instances may be a pastoral issue which will involve HoY and may lead to parental contact and/or Friday Detention. | Improve and Restore: intervention by HoF with student. Consider cause e.g. SEND. Improve behaviour in partnership. Restore relationship with teacher and possible peers. |
| | Disrespecting College property | Friday Detention Saturday Detention | Improve and restore: intervention by HoF/HoY with student. Consider cause e.g. SEND. Improve behaviour in partnership. Restore relationship with teacher and possible peers. |
| | Continued lack of consideration for others (including inappropriate language or overly physical behaviour) | Friday Detention Saturday Detention | Improve behaviour in partnership with HoY and sometimes the Principal and/or Deputy Head. |
| | Missing a lesson | In the first instance, a Friday Detention and parental contact. Continued instances will earn a Saturday Principal's Detention. | Restore relationship with teacher with an apology and catch up with any work missed. Improve behaviour in partnership with the Principal and Deputy Head. Restore relationship with teacher and possibly peers. |

| | | | |
|--|---|--|--|
| | Missing Chapel | In the first instance, a Friday Detention and parental contact. Continued instances will earn a Saturday Principal's Detention. | Restore relationship with Chaplain with an apology and catch up with any work missed. Improve behaviour in partnership with the Principal and Deputy Heads. Restore relationship with teacher and possibly peers. |
| | Leaving site without permission | Friday Detention | Explore, Restore and Improve. Options include reflective writing and letter of apology. |
| | Bullying, including hurtful comments, possibly under the guise of "banter", including the purposeful exclusion of other members of the community. | Educational Session with Head of Year and Deputy Head Pastoral. Possible restorative measures if individuals affected. Parental involvement Friday Detention Saturday Detention | Explore and Restore. Options include reflective writing and letter of apology. Explore impact of others' self esteem. Explore difference and tolerance. Explore how to restore relationships. |
| | Theft | Friday Detention | Explore and Restore. Options include reflective writing and letter of apology. |

High risk / high impact / persistent issues

Cases of serious misconduct will be investigated thoroughly and each case will be considered on an individual basis. It is expected that everyone in the community will be accepting and tolerant of others. The community will not accept or promote prejudicial or discriminatory behaviour towards others on the basis of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation. Conduct, including online conduct, at all times should be guided by a spirit of kindness.

Severe:

1. Saturday Detention
2. Suspension
3. Expulsion

| Offence | First Offence | Repeated Offence | Process and Rationale |
|------------|---|------------------|---|
| Plagiarism | Response is directly related to current examination regulations. Award zero and redo work in Friday Detention. | | Explore and improve understanding of academic requirements. |

| | | | |
|--|--|---|--|
| | Depending on severity, could lead to suspension. | | |
| Unacceptable language (directed at member of staff) | Suspension | | |
| Bullying (physical) | Suspension | Expulsion | Depending on individual circumstances |
| Continued targeted inappropriate behaviour towards another student | Suspension | Expulsion | Depending on individual circumstances |
| Drugs offences | Suspension | Expulsion | See response to alcohol, tobacco and drugs policy |
| Alcohol in School | Community Service/Gating Spirits = Suspension | Suspension | See response to alcohol, tobacco and drugs policy |
| Smoking/vaping outside on school grounds | Friday Detention/Gating & letter home from Head of Year | Friday Detention/Gating & letter home from Deputy Head Pastoral | See response to alcohol, tobacco and drugs policy |
| Vaping in a school building | Friday Detention | Saturday Detention / Suspension | See response to alcohol, tobacco and drugs policy |
| Possession of a weapon or bladed article that could cause injury | Depending on the circumstance, could lead to expulsion and a report to Isle of Man Police. | | This may also be an issue that has to be referred to Social Care. It is illegal to have a bladed article on school premises. |
| Theft | | | Depending on individual circumstances – could be a suspension. |
| Inappropriate Sexual Behaviour | Depending on the circumstance, could lead to expulsion. | | This may also be an issue that has to be referred to Social Care and/or the Police |
| Behind a locked door with other pupils | Depending on the circumstance, could lead to suspension or even expulsion. | | Each individual case will be viewed in the wider context. There may be a reasonable explanation acceptable to The Principal. |

Appendix 4 - Common Boarding Offences and Consequences

By no means exhaustive, below is a list of common actions we may encounter in Boarding life, with relevant and suitable consequences, for first and second occurrences.

Points to note:

Boarders are always offered the option of redeeming and improving their actions, or behaviours, except in instances of safeguarding, for example, failure to sign out correctly.

Parents will be contacted if matters persist beyond Level 2, and in instances requiring a gating.

| Action | Level 1 | Level 2 |
|--|---|--------------------------------|
| Lateness (eg meals / House Prayers) | Warning | Community service / Early rise |
| Disrespect of the House (eg untidiness) | Warning | Community service |
| Lack of consideration for others (eg Poor behaviour, not speaking English in common areas) | Warning / additional duties | Community service / gating |
| Failure to sign out correctly | Gating | Early rise & further gating |
| Failure to register | Warning / gating (dependent upon time slot) | Gating |
| Device misuse (including late hand in) | Warning | Device confiscation - 24 hrs |
| Improper use of facilities (eg fitness suite) | Warning | Privileges revoked - 24 hrs |

Community Service may be suggested by the individual, or actions such as: Offer to do a duty for someone / Help serve clear up after breakfast/dinner (voluntarily) / Make drinks / Bake / Send a thoughtful or encouraging card to someone / Volunteering / Spend time with someone you normally wouldn't / litter pick on grounds / no guests allowed / uniform in free time / extra prep / helping House staff with specified task / hourly sign-ins with tutor / early rise at weekends / smartening an area of the House (eg blu tack removal from walls / tidying noticeboards / printing and putting up pictures).

Restraint – Physical Intervention Policy

- Reasonable force can only be used to prevent students from hurting themselves or others. Reasonable means using no more force than is necessary.
- Reasonable force is only used to restrain or control a student when they are in **imminent** danger of inflicting an injury on themselves or on another, and then only as a last resort when all efforts to diffuse then situation have failed. Another member of staff should, if possible, be present as a witness if prior to communication with a student it was judged that the student was in an agitated state.
- There may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training. An incident form will be completed following any restraints used and the parents will be notified.
- All incidents of the use of ‘reasonable force’ are recorded centrally in the Principal’s Office (or in the case of The Buchan School, the Head’s Office). This information will include reasons for use of force and the outcomes of the action.
- Under no circumstances can physical force ever be used as a punishment.

KING WILLIAM'S COLLEGE
ALCOHOL, SMOKING, DRUG & OTHER SUBSTANCE USE

Alcohol and tobacco are legal, restricted drugs with generally well-known effects. The primary legal restriction on these drugs concerns the age of use and/or purchase.

There are many other drugs available. Their possible effects are wide ranging, depending on a number of factors including nature, use, strength and source. Generally, but not always, their use is restricted by law.

In all cases, King William's College acts to uphold the law, to educate its students on the possible effects of these drugs, and to make the school a safer environment.

Principles

The College seeks to educate its students through PSHE lessons about the implications of the use of alcohol, tobacco, nicotine and other drugs.

Alcohol

Where legal to do so, the College allows alcohol to be consumed at organised College events. It does not condone the consumption of spirits by students. The College always maintains that not drinking alcohol is an acceptable choice for an individual.

Tobacco / Vaping

The College is a no-smoking environment and does not condone smoking or vaping by any student.

Other Drugs

The presence of illegal drugs on College premises is forbidden. The College aims to be entirely free of these drugs, associated paraphernalia, drug-like substances and drug culture.

Implications

The College will seek to help anyone genuinely seeking help with an alcohol, tobacco or other drug problem, to an extent congruent with its wider obligations to the College community.

The College has clear sanctions for those suspected of, or found to be, contravening its policy on these matters. Depending on severity, such sanctions include permanent exclusion. Parents will generally be kept up to date about any breaches of this policy.

About this Policy

This policy separately considers alcohol, smoking and drug use. In each case, the aims of the policy are set out, the College's position, the sanctions in the case of a policy breach, information about the policy in practice and sources for further information. Any questions about this policy should be directed to the Deputy Head.

1. Policy In Detail – Alcohol

Background, the Law & Definitions

Alcohol is a depressant drug. Even small amounts of alcohol can impair an individual's ability to carry out minor tasks and thus there is the potential for serious harm. It is generally illegal for alcohol to be sold to anyone under the age of 18 or for a person under 18 to buy alcohol.

Overview of Policy

The College works hard to educate its students about the implications of drinking, that it is possible to drink in moderation, and that it is entirely acceptable not to drink at all. It allows moderate, supervised drinking for Sixth Form pupils at specified events, but otherwise forbids drinking or possession of alcohol.

Students can expect to be subject to sanctions if found to be drinking or in possession of alcohol.

1.1 Aims of the College's Policy

- To develop knowledge and understanding about alcohol as a drug and its effects on the body through PSHE
- To encourage sensible, appropriate and safe drinking
- To practice personal and social skills and the strategies needed to deal with situations where alcohol is present
- To describe the place of alcohol in the political, social and economic environments which it may be offered.

1.2 When is alcohol prohibited or permitted at College?

In general, students are prohibited from drinking or being in possession of alcohol on College grounds or on College trips.

Specifically, Sixth Form students are permitted to drink beer, cider or wine:

- On formal occasions, which students attend as representatives of the College, where food is served and alcohol is served **by the official caterers**. These occasions are held in specific locations and alcohol is served at specified times.
- On formal occasions during College outings and trips, where food is served and alcohol is served **by the official caterers**. These occasions are held in specific locations and alcohol is served at specified times. The availability of alcohol at each event will be agreed in advance by a member of the College's Senior Leadership Team

In these cases, attendance at the event (noting the availability of alcohol) will be agreed in advance by a member of the College's Senior Leadership Team.

Students who attend College functions and who appear to have consumed alcohol beforehand will ordinarily not be permitted to attend the function.

On no account are students permitted to drink, or to be in possession of, spirits.

Members of the boarding community who have reached the legal age (18 years old) may visit public houses and other licensed premises with the permission of their Housemaster/mistress. These students are expected to be responsible in their approach to this privilege and to return to their houses in good order.

Sanctions

Typical sanctions to be applied in the event of a student breaching this policy are set out below. The sanctions increase depending on the age of the Student, the degree of the breach and whether it has been repeated.

Level 1 Offence

Community Service and/or gating as appropriate. The Year Head or, for Boarders, the Head of Boarding will contact parents. The Deputy Head may write to parents advising that a further offence may result in temporary exclusion.

Level 2 Offence

Suspension from College (which may be an internal suspension). The Principal will write to parents advising that a further offence may result in removal from the College.

Level 3 (typically a serious and/or repeated) Offence

Permanent exclusion from College will be considered.

The College reserves the right to prohibit any Sixth Form student from consuming alcohol either as a sanction or a matter of student welfare.

Students aged 18 must realise the legal consequences of their actions if they buy alcohol for consumption by under-age students.

1.3 Practical Aspects of Policy

Breathalysers

The College reserves the right to ask students to take a breathalyser test in its boarding houses or otherwise, if a member of staff feels it is necessary.

Licensing – The Law Applied to College

The Licensing Law 1964 determines the law concerning the sale of alcohol on the Isle of Man. College premises are licensed, and so alcoholic drinks can be provided to 16 and 17 year old students as part of a table meal.

- The Barrovian Hall is licensed. Alcohol may be consumed by Sixth Form students aged 16 or 17 where it is served as part of a table meal and is not explicitly bought. The Barrovian Hall may be used for functions provided the bar is a distinct area.
- Similarly, alcohol may be served in the Old Masters Common Room as part of a table meal.
- A table meal is defined as the need to use a knife and fork to consume the food (a plated meal, for example, rather than finger food).
- Once the meal part of a function is over, 16 and 17 year olds may not consume any further alcohol (for example when the dance/disco or other activity begins).
- Under no circumstances may under-18s purchase alcohol. Alcohol will only be served to under 18s at the table with their meal.
- For 16 or 17-year old Sixth Formers, there is a limit of two drinks (one per course) per person whilst eating. Once the table meal part of the evening is over, they may only buy/drink non-alcoholic drinks. The bar and the drink collection point will be manned by members of the Common Room and/or Catering Department to ensure that this approach is respected.
- Alcohol is not served at whole College events. Often, College social events are separated between Sixth Form and Fifth/Fourth form, such that alcohol can be served in the Sixth Form venue only.

Serving alcohol to students in private houses

a) At the home of a member of the Common Room:

Sixth Form students may be offered beer (lager or bitter), cider or wine by members of Common Room acting as host provided that:

- the host has prior permission from the Deputy Head
- soft drinks are also on offer
- food, or at the very least snacks, are provided
- the host serves the drinks (students do not help themselves)
- there are no Fourth or Fifth Form students present

It is the host's responsibility to ensure that these occasions (for example, the entertaining of Prefects, a successful team, etc...) are sober and restrained.

Members of Common Room are expected to drink in moderation and set an example. If there are several staff present (and there must be for reasons of safeguarding), one must not drink, so he/she could drive if necessary.

b) At other Private Homes

Whilst students are being hosted at a private house and are under the care of another parent for an agreed exeat weekend, the supervising parent is responsible for judging whether alcohol is available and how it might be consumed.

The College is not responsible for the choices made (although the Deputy Head is always available to advise) and reminds parents of their duties when they are in loco parentis for visiting students.

1.4 Further guidance for parents

- “Alcohol Concern” (www.alcoholandfamilies.org.uk)
- “Intervention in Schools to prevent and reduce alcohol among children and young people” – National Institute for Health and Clinical Excellence (www.nice.org.uk)
- “Drug Education: An Entitlement for All. A report to the UK government by the advisory group on drug and alcohol education” (www.teachernet.gov.uk)

2. Policy In Detail – Smoking and vaping

Background, the Law & Definitions

Smoking is the single most preventable cause of premature death and ill health in society today.

It is illegal for anyone to smoke in any College building or substantially enclosed area (except for private dwellings). It is illegal to smoke in any College or private vehicle being used on College-related business.

It is illegal for under-18s to be sold tobacco products.

Electronic cigarettes and vapes, although the legalities on the Isle of Man are untested, the School does not allow vaping on the school site.

Overview Policy Statement

King William's College is a no-smoking and no-vaping area.

Smoking is a major issue in a residential community. Students can expect to be subject to sanctions if found to be smoking.

2.1 Aims of the College's Policy

- To share the evidence on the health impacts of smoking and passive smoking
- To share the evidence on the health impacts of electronic cigarettes
- To share the evidence on the addictive nature of tobacco / nicotine
- To note that cigarette smoking (including e-cigarettes) is not tolerated at the College
- To encourage those students who do smoke or vape to break their habit

2.2 When is smoking prohibited or permitted at College?

Smoking, or being in possession of cigarettes, e-cigarettes, herbal cigarettes, or tobacco, is prohibited at all times on College grounds or on College trips.

2.3 Sanctions

Typical sanctions to be applied in the event of a student breaching this policy are set out below. The sanctions increase depending on the age of the Student, the degree of the breach and whether it has been repeated.

Sanctions will include an appropriate mixture of:

- Community Service
- Detention
- Gating

Depending on the nature of the breach:

- The student will be obliged to attend a smoking cessation course, the cost of which will be added to the end-of-term bill.
- The student will be obliged to make an anti-smoking presentation to members of the Senior Leadership Team.

Depending on the frequency of the breach, the Student's parents will be contacted by:

- Year Head/Head of Boarding
- Deputy Head
- Principal

Persistent breaches will result in a smoking review with the Deputy Head, Housemaster/mistress, Tutor and Principal, as necessary. This review may lead to temporary or permanent exclusion or withdrawal of privileges. Parental presence at this interview may be requested.

If a student is found smoking in a building, they can expect to be temporarily excluded.

No excuse is acceptable. If a student is a member of a group in which at least one person is smoking, sanctions will be applied to all members of the group. If a student is found vaping in a building, the can expect a punishment up to and including a temporary exclusion.

Parents will be kept informed at all times.

2.4 Practical Aspects of Policy

Students are encouraged to give up smoking. The Medical Centre is always available to support students seeking to quit smoking.

2.5 Further guidance for parents

Relate guidance for families (www.relate.org.uk/relationship-help/help-family-life-and-parenting/parenting-teenagers/alcohol-and-drugs/help-your-teenager-quit-smoking?gclid=CJzG_MCOgNICFUWfGwodTxcMcg)

How parents can protect their kids from becoming addicted smokers (www.tobaccofreetkids.org/research/factsheets/pdf/0152.pdf)

Guidance from Lancashire County Council (www.lookoutzone.co.uk/tobacco/downloads/parents-guide.pdf)

Isle of Man Government Advice (www.gov.im/categories/health-and-wellbeing/quit4you/)

3. Drugs and Harmful Substances

Background, the Law & Definitions

Under the Misuses of Drugs Act 1976, it is illegal to possess or supply a drug covered by the Act, unless authorised (e.g. possessing drugs prescribed for personal medical use).

Solvents are also dangerous. It is illegal for anyone to supply or offer to supply a substance if they know or believe that the substance being supplied will be inhaled by a person under 18 for the purpose of intoxication.

For the purposes of this policy, “Drugs” means controlled drugs including cannabis, Temazepam, LSD, cocaine, amphetamines, ecstasy and heroin, as well as over-the-counter drugs such as tranquilisers and pain killers. It includes legal highs and any other substances that fall into this category.

“Involvement with drugs” includes possession, use, supplying and dealing with controlled drugs or substances resembling controlled drugs, or the paraphernalia of drugs.

“Substances” means controlled drugs and, in the appropriate context, alcohol, tobacco, cigarettes, smoking paraphernalia, anabolic steroids, “legal drugs” obtainable on or off prescription, and every other substance that, when abused, may damage an individual’s health, safety and welfare of a student.

“Reasonable Suspicion” means a suspicion based on a cogent reason stated by the Principal or Deputy Heads.

From this point on in this policy, “drugs” includes drugs and substances, as defined above.

Overview Policy Statement

Drug abuse has no place at King William’s College. The College actively discourages the use of drugs and treats all cases of use of or involvement with drugs by students as very serious.

3.1 Aims of the College’s Policy

- To ensure that the College is free from drug and substance abuse.
- To educate students on the effects of drugs on the mind and body
- To provide opportunities for students to practice the personal and social skills and the strategies needed to deal with situations involving drugs
- To promote a student’s self-confidence, self-esteem and self-worth
- To explain the legal situation regarding the use and misuse of drugs
- To enable students to identify sources of appropriate personal support
- To support parents to acquire knowledge and support

Education

The College follows standard educational practice in describing the impact of drug use, summarised below:

5-7 year olds are taught about the role of drugs and medicines.

7-11 year olds are taught that tobacco, vaping, alcohol and other drugs can have harmful effects.

11-14 year olds are taught:

- that the abuse of alcohol, tobacco/nicotine and other drugs affects health,
- that the body’s natural defences may be enhanced by immunisation and medicines,

- how smoking affects lung structure and gas exchange.
- The effect of 'legal highs'

14-16 year olds are taught the effects of solvents, tobacco, vaping alcohol and other drugs on body function. Legalities and classifications are also discussed.

16 – 18 year olds are reminded about the effects of alcohol, tobacco, vaping and other drugs/substances. The effects are considered alongside the reasons why people take drugs. Legalities and classifications are also discussed.

Prevention

In addition to its education programme, the College works closely with the local police and regularly invite them in to search College premises for drugs. Police search dogs routinely run training exercises at the College.

3.2 When is drug use permitted at College?

The College does not tolerate the use or possession of drugs by its students within or outside its premises, during term-time or during the holidays.

It recognises that possession with intent to supply is a more serious offence than possession for personal use, although its scope to distinguish between these cases is limited.

It recognises that students with a drug problem may need help, and the College will endeavour to provide such help, within the context of its duty of care for the whole community.

3.3 Sanctions

Permanent exclusion will always be considered in cases of drug abuse.

Exclusion is not the only sanction considered. Where there is no threat to the well-being of others, the College may consider whether to impose an alternative sanction as part of a programme of professional assistance designed to help the student overcome his/her drug-related problem.

A student who sells drugs, possesses them with intent to supply, distribute, or encourage others to use them, whether on or off the College premises, and in or out of term time, or those who bring drugs on to the College premises, must expect to be required to leave the College.

A student who is caught in possession of drugs for their own use will ordinarily be suspended and may be required to leave the College. At the Principal's discretion, a student may be re-admitted following a drug-related offence and when this is the case, the College reserves the right to require medical evidence that he/she is no longer using drugs.

Students and their parents must expect that when a drug-related problem comes to light, the Police will be informed for the purposes of identifying sources of supply, issuing a caution and helping with counselling. The College wishes to maintain its good relations with the Police and work with them in trying to combat the drug abuse on the Island.

3.4 Practical Aspects of Policy

The College has formalised procedures for investigating any suspicion of drug use or possession by any student.

Investigating a Suspicion of Drug Use or Possession

The relationship between students and members of the Common Room and the tutorial system are two important approaches that may result in a suspicion of drug use being raised.

Where a member of the Common Room becomes concerned about possible misuse, he or she will report these worries to the student's Year Head or, in the case of Boarders, to the Head of Boarding, who will conduct a preliminary investigation.

If the Year Head or Head of Boarding considers that there are serious grounds for suspicion, they will report their findings to the Principal or, in his absence, to one of the Deputy Heads.

The Principal/Deputy Head will decide if further investigation is required. If investigation is warranted, it is likely that the student's parents will be consulted, if this has not happened already.

Suspicion of misuse may arise from changes in behaviour, including

- a deterioration in a student's welfare,
- worsening performance,
- poorer standard of schoolwork,
- a marked change in mood,
- excessive tiredness,
- unexplained sores and rashes, especially on the mouth and nose,
- a lack of interest in physical appearance and
- an unwillingness to participate in College activities.

CHANGE is the operative word. Normal adolescent patterns of behaviour can, quite innocently, exhibit signs associated with the misuse of drugs.

Other direct evidence might include the finding of drug-associated paraphernalia or behaviour on a particular occasion. Indirect evidence might include information provided through other routes.

Investigation into possible misuse

Once the Principal or one of the Deputy Heads has established that there are reasonable grounds for suspicion that a student has been misusing drugs, further investigation will be carried out.

The information gathering and investigation may involve segregating a student, although this is not ideal and should be limited to the shortest time necessary. The students will be asked to answer questions relating to the suspicion and may be asked to give a written account of a particular situation.

The investigation may involve a search of the student's room or possessions, in the presence of the student and another adult.

As far as is possible, investigations will be conducted fairly and openly. The student will have reasonable access to a telephone, toilet, food and drink. He or she will not be left unaccompanied for long periods of time.

Formal interviews will normally be conducted by the Deputy Head. The student may be accompanied at interview by their Housemaster/mistress, Head of Year, or Tutor.

Sources of information leading to the suspicion will not normally be disclosed.

The College will seek to maintain contact with the student's parents throughout the investigation. Typically, the student's Year Head or the Head of Boarding will have been in discussions with parents before deciding to carry out further investigations.

Intimate searches will never be made by College staff. If a personal search is unavoidable, the Police will be called for assistance in this matter.

3.5 Further Guidance for Parents

From time to time the College will arrange sessions in which information about illegal drugs and their use will be presented, as well as on tobacco and alcohol. There are a number of websites online which parents will find informative and helpful:

- MOSA "Testing for Substance Misuse in Schools" – September 2006 (www.mosa.org.uk)
- DCFS Publication "Drugs Guidance for Schools" (DfES/0092/2004)
- "College Drug Policy Review Process" (www.drugeducationforum.com)
- "Drugs Guidance for Schools" (www.drugeducationforum.com)
- "Drug Education: An Entitlement for All. A report to the UK government by the advisory group on drug and alcohol education" (www.teachernet.gov.uk)

Where to get Help, Advice and Information on the Isle of Man

Statutory Agencies

Chief Minister's Office

Director of Drug and Alcohol Policy and Research
Department of Home Affairs
Homefield
88 Woodbourne Road
Douglas
IM2 3AP
Tel: 686242

Youth and Community Service

Tel: 685810

Life Education Centres (IoM)

based at Santon Old College)
Tel: 824706

Skimmee Gien Mie

(based at Santon Old College)
Tel: 824706
Offers guidance and support to schools on health issues such as emotional well-being, healthy eating, sexual health and relationships and drugs and alcohol.

Drug and Alcohol Team

3 Harris Terrace

Douglas
Tel: 617889 (9 am – 5 pm).
Confidential, Island-wide statutory service for individuals or the family of individuals who are having difficulties with alcohol, illegal substances, prescribed medication or ‘over the counter’ medication. Counselling for abstinence or controlled drinking. Community detoxification also offered. Open referral system.

College Health
College Health Adviser Manager
Tel: 642606

Department of Health
Director of Health Promotion
Crookall House
Demesne Road
Douglas
Tel: 642646

Pharmaceutical Adviser
Crookall House
Demesne Road
Douglas
Tel: 642647

Probation Service
Prospect House Prospect Hill
Douglas
IM1 1EL
Tel: 687323
Offers both statutory and voluntary help to those persons suffering from the effects of alcohol or drug misuse. It deals primarily with court based work.

Local Police
Isle of Man Constabulary
Police Headquarters
Douglas
IM2 4RG

Crimestoppers
Tel: 0800 555111
This is not an advice line. It is a confidential answerphone to enable people to leave information for the police. If you wish to speak to a Drug Squad Officer, please ‘phone 631353. Community Officers can answer questions about the local drug/alcohol scene. Tel: 631314.

Isle of Man Social Services
Hillary House
Prospect Hill
Douglas
IM1 1EQ
Tel: 686179

Non-Statutory Agencies

Alcohol Advisory Service
16 Hope Street
Douglas
IM1 1QA

Tel: 627656

Website: www.advsys.co.uk/iomalcoholadvisoryservice

Free and confidential counselling service for anyone who has a problem with alcohol, their relatives, friends and colleagues. Also offers information about alcohol and alcohol misuse, education, seminars, training, programmes and consultancy.

Care for the Family

Aims to promote strong family life and help those who are hurting because of family breakdown.

The charity offers courses and resources and provides support for families. Contact Carolyn Shipstone, Tel: 491043 or e-mail: Carolyn.shipstone@cff.org.uk

DASH – Drug Advice Service and Helpline

Tel: 615622

Website: www.drugs.org.im

Offers advice, support and information for drug users and their families and specific services for cannabis users.

The Samaritans

5 Victoria Place

Douglas

IM2 4ET

Tel: 663399 or 08457 909090

E-mail: jo@samaritans.org

National website: www.samaritans.org

hey will befriend anyone in distress. Contact 24 hours a day.

Further Afield – UK Drug Help Agencies

National Drugs Helpline

Free and confidential advice about drugs – 24 hour

Tel: 0800 77 66 00

Website: www.ndh.org.uk

Quitline

Advice and support for those wanting to give up smoking.

Tel: 0800 00 22 00

Release

388 Old Street

London

EC1V 9LT

Tel: 020 7603 8654

Website: www.release.org.uk

24 hour helpline providing advice on drug use and legal matters.

Release 'Drugs in College Helpline'

Tel: 0345 36 66 66 (Mon -Fri 10 am – 5 pm)

Offers advice, information and support for those concerned about a drug incident in school.

Childline

Royal Mail Building

Studd Street

London

N1 0QW

Tel: 020 7239 1000

Website: www.childline.org.uk

Alcoholics Anonymous

General Service Office
PO Box 1
Stonebow House
Stonebow
York
YO1 7NJ

Tel: 01904 644 026

Website: www.alcoholics-anonymous.org.uk

As a fellowship, gives advice and help on problem drinking. The 'phone line acts as the first point of contact for information about meetings. Philosophy is basically to stop drinking one day at a time. Provides an extensive range of literature.

ADFAM National

Tel: 020 7928 8900 Mon - Fri 10 am - 5 pm

Tel: 020 7928 8898 – administrative, media, training, consultancy, publications queries

Provides a confidential support and information helpline for families and friends of drug users.

Drinkline

Tel: 0345 32 02 02 (calls charged at local rate or dial and listen free 0500 801 802)

(Mon - Fri 11 am - 11 pm)

Gives confidential information and advice and can put you in touch with your local alcohol advice centre for one-to-one help.

Alcohol Concern

30 Greys Inn Road London
WC1X 8LT

Tel: 020 7928 1211

Seeks to raise awareness at local and national level of the problems alcohol can cause and improve services for people with related problems.

Families Anonymous

Mon - Fri 1 - 5 pm

Operates self-help groups around the country for families and friends of people with a drug-related problem.

Getting more Information and Resources**Drugscope**

Waterbridge House
32-36 Loman Street
London
SE1 0EE

Tel: 020 7928 1211

Website: www.drugscope.org.uk

Provides quality drug information, promotes effective responses to drug taking, carries out research, advises on policy making and encourages informed debate.

Lifeline

101-103 Oldham Street

Manchester

M4 1LW

Tel: 0161 839 2054

Website: www.lifeline.demon.co.uk

Produces a range of drug education/harm minimisation resources.

HIT

Cavern Court
8 Matthew Street
Liverpool
L2 6RE
Tel: 0151 227 4012
Website: www.hit.org.uk
Provides training, consultation and information on drug-related issues.

Health Promotion England (HPE)
40 Eastbourne Terrace
London
W2 3QR
Tel: 020 7725 9030
Website: www.hpe.org.uk
NHS-based health promotion agency.

The Advisory Council on Alcohol and Drug Education (TACADE)
1 Hulme Place
The Crescent
Salford
Manchester
M5 4WA
Tel: 0161 745 8925
Website: www.tacade.com

This is a national non-government organisation specialising in personal, social and health education. TACADE's work is targeted at the needs of young people and those who care, and have responsibility, for them.

Hope UK
25f Copperfield Street
London
SE1 0EN
Tel: 020 7928 0848
Website: www.hopeuk.org

Hope UK is a Christian educational charity. Its aim is to reduce alcohol and drug-related harm in the UK. With children and young people it aims to achieve this by positive health promotion. Produces a range of drugs education resources.

RE-SOLV (Solvent abuse)
30a High Street
Stone Staffs
ST15 8AW
Tel: 01785 817 885
Website: www.re-solv.org

This is a charity set up to deal with all aspects of the prevention of solvent and volatile substance abuse. The service is open to anyone concerned about abuse of these substances and it has a special focus on the needs of young people.

Health Development Agency (HAD) (formerly the Health Education Authority)
Trevelyan House
30 Great Peter Street
London
SW1P 2HW
Tel: 020 7222 5300
Website: www.hda-online.org.uk

The HAD is contracted by the Department of Health in England to implement the government policy, 'Saving Lives – a Healthier Nation'. Public health education/promotion role has been taken on by other agencies and a new body, Health Promotion England.

Drug Education Forum (National Children's Bureau)

8 Wakley Street

London

EC1V 7QE

Tel: 020 7843 6000

Website: www.ncb.org.uk

Works with a range of organisations involved in drug education in order to exchange information and promote best practice.

National Youth Agency

17 -23 Albion Street

Leicester

LE1 6GD

Tel: 0116 285 6789

Website: www.nya.org.uk

Produces a range of resources and reading lists about substance misuse, information and enquiry answering offered by an information officer and dissemination of news on national and local initiatives in drug education and prevention work, via periodicals such as Young People Now and Youth Policy Update.

CONDUCTING A SEARCH: POLICY & PROCEDURE

Living and working in the school community at King William's College is firmly based on mutual trust and respect; however, there may be occasions when for the health or safety of the students themselves, or of others, it may be necessary to conduct a search for a prohibited item such as those listed in the school rules, examples of which are given below.

Any search must be conducted with sensitivity and in such a manner as to avoid embarrassment or distress to students and where possible to respect their privacy. A search should be preceded by an explanation of the reason for conducting a search and an opportunity should be provided for any prohibited items to be handed over voluntarily. Police searches are not covered by this policy.

1. What items are prohibited?

The school rules currently identify the following prohibited items:

- Stolen items and counterfeit goods
- Drugs (including undisclosed medication), alcohol, tobacco, e-cigarettes and 'legal highs'
- Matches, lighters and cigarette papers and e-cigarette paraphernalia
- Solvents
- Fireworks
- Knives and weapons
- Firearms, BB guns, laser pointers, explosives
- Pornographic images
- Any item that a member of staff might reasonably suspect has been or is likely to be used to commit an offence, or to cause personal injury to (including cyber-bullying), or damage to property of, any person (including the student).
- Electronic devices containing images on it or information relating to the above.
- Electronic devices which are being used to disrupt teaching.

2. Who can conduct a search?

2.1 Any member of teaching or boarding staff who has reasonable grounds to suspect that a student has a prohibited item in their possession may conduct a search **with student consent** and co-operation. For example a student might be asked to empty the contents of their pockets or to show someone the contents of a bag or locker.

2.2 If a **student refuses consent**, a search may still be undertaken if there are grounds to suspect that a student is in possession of a prohibited item. In such circumstances two members of staff should be present, so the assistance of a senior member of staff should be sought, either the Deputy Head or the Deputy Head Academic. If a student is being searched, the member of staff conducting the search should be of the same gender and ideally so would the other staff witness; however, there is limited exception to this rule if you believe there is risk of serious harm and it is not practicable to summon another member of staff. Outer clothing may be searched but students must be asked to remove items first. This policy **does not** authorise an intimate search or physical compulsion in removing clothing. If a student refuses to co-operate, parents or the police would be called.

3. Where can a search take place?

3.1 A search may only take place on school premises or anywhere that a member of staff is responsible for a student, on a school trip for example.

4. Searching boarding accommodation

4.1 A general search to locate lost or stolen items in a boarding house may take place after prior consultation with a Deputy Head or the Principal. The extent of any search should be proportionate to the value or risk factor of the item being sought.

4.2 Where a search of boarding accommodation is deemed appropriate, ideally the students should be present in their own rooms and invited to show the members of staff the contents of bags and drawers. There should always be two members of staff present during a search, one to act as a witness.

4.3 It is possible to conduct a search of a room without the student's consent and without them being present but only if there are strong grounds to suspect that a student is in possession of a prohibited item. Such a search should only be undertaken by the Head of Boarding and another member of staff, following consultation with a Deputy Head or the Principal.

5. Confiscation

5.1 School staff may confiscate any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

6. What happens to confiscated items?

6.1 Any item that is confiscated may be retained; disposed of; returned to parents at the next available opportunity; or it may be given to the police. Confiscated items should be passed directly to the Head of Boarding or a Deputy Head. A Deputy Head or the Principal will decide the appropriate course of action. Weapons and knives and extreme or child pornography must always be handed over to the police as soon as possible.

7. Dealing with electronic devices

7.1 Where a member of staff conducts a search for an electronic device it may be retained and passed to the Head of Boarding, a Deputy Head or the Principal who may examine any data or files on it if they have good reason to do so. The member of staff must reasonably suspect that the data or file has been, or could be, used to cause harm, to disrupt teaching, or to break the school rules.

7.2 If inappropriate material is found on the device, it is up to a Deputy Head or the Principal to decide whether the material should be deleted, retained as evidence (of a breach of school discipline or a criminal offence) or whether it requires the involvement of an external agency. Any material found that could break the law will be reported to the appropriate authorities.

8. Notifying parents

8.1 There is no legal requirement to inform parents before a search takes place, or to seek specific consent. Where alcohol, drugs or potentially harmful substances are found, parents will be informed as part of the school's disciplinary procedures.

9. Record keeping

9.1 There is no requirement to keep a written record. The Deputy Head will keep a record of any search and its outcome in a disciplinary log.

10. Complaints

10.1 Any complaints by a student or parent about the way in which a search has been carried out should be made following the school's complaints procedure.

Guidance:

Screening, searching and confiscation: advice for head teachers, staff and governing bodies (DfE February 2014); replacing guidance in *BSA Boarding Briefing Paper No 15* (January 2005)

Behaviour and Discipline in Schools: advice for headteachers and school staff (DfE September 2014)

ANTI-BULLYING POLICY

1. A definition of bullying is: Behaviour by an individual or group, repeated over time, that intentionally hurts, threatens or frightens another individual or group either physically or emotionally. It is deliberate, targeted and often persistent. This differs from relational conflict. Relational conflict is part of the learning experience for pupils, and includes disagreements, disputes from poor communication, misperceptions and misunderstandings. Relational conflict is not deliberate or targeted.

2. Bullying can occur in many ways: Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of appearance, race, religion, culture, gender, sexual orientation, or because someone is adopted or has caring responsibilities or because they have special educational needs and disability. It might be motivated by prejudice, or actual or perceived differences. Bullying is a behaviour choice and can be changed; therefore the School will not label anyone as a bully. When bullying behaviour is part of group behaviour, there are several characters at play:

- Ringleader – initiating and leading, but not always the person carrying out the bullying behaviour (someone else may be carrying out the behaviour for them).
- Target – who the behaviour is aimed at
- Assistant – actively doing the bullying, but not the leader. Often the person is identified by the target, but not necessarily the instigator.
- Reinforcer – may laugh or encourage others to get involved. More in the background, encourages others to get involved.
- Defenders – stand up for someone being bullied but not confident enough to do anything about it.
- Outsiders (bystanders) – those who turn a blind eye to the behaviour. They are not involved but know what is happening.

Everyone is trying to avoid being a target. Everyone involved will find it hard to change their position. The negative behaviour must be challenged and the group dynamic broken down.

Bullying can be:

- Verbal or psychological: name-calling, spreading rumours etc
- Physical: pushing, kicking, hitting, punching etc
- Emotional: being unfriendly, excluding, tormenting, humiliating, hiding things etc. Examples of emotional bullying may include: excluding someone from a group, activity or place; aggressive name calling; unpleasant e-mails or telephone calls, unpleasant material placed on websites; racism; negative remarks about appearance, ability, nationality, religion, disability, gender or sexuality.
- Virtual or Cyber bullying via text messages or the internet. Research by the anti-bullying alliance suggests that 90% of students who are bullied online are also bullied face-to-face.
 - **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
 - **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
 - **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
 - **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
 - **Trickery:** Tricking someone into revealing personal information then sharing it with others.
 - **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
 - **Harassment:** Repeatedly sending malicious messages to someone online.
 - **Cyberstalking:** Continuously harassing and denigration including threats of physical harm.

E.g. using social networking sites, email & mobile phones or devices to make abusive comments, threats by text or calls. Misuse of associated technology such as photographs, camera & video facilities. It is an offence for a person to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

- Threatening behaviour: extortion, demanding money, possessions etc
- Intimidating: through threat of violence or by isolating someone physically or online.
- An imbalance of power: between the ringleader, assistant or reinforcer (perpetrator) and target, or the attempt to gain control over another person.
- Racist: making racial taunts, graffiti, gestures etc
- Sexual: unwanted physical contact or sexually abusive comments, uninvited propositions, touching or innuendo, or inappropriate imagery.
- Homophobic or Sexist: focussing on the issue of someone's sexuality or gender
- In response to someone's special educational need or disability
- In response to someone's religious beliefs
- Indirect: spreading rumours, excluding someone from social groups etc

- 2.1 Bullying (including cyberbullying) is serious and can cause physical or psychological damage. It can lead to low self esteem, anxiety, depression, school avoidance and in extreme cases, suicide. Every day in the UK, 16000 students miss school due to bullying. Severe and persistent bullying could result in suspension or exclusion. Only 24% of bullying is reported at the time.
- 2.2 Some types of harassing or threatening behaviour, or types of communication, could be a criminal offence. If school staff feel an offence may have been committed they may seek assistance from the police.
- 2.3 Child on child bullying can take place between pupils in school and out of school. The school has a duty to investigate any bullying incident, and if appropriate take disciplinary action, wherever the incident has taken place. Child on child abuse can manifest itself in many ways but abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Pupils should not be subjected to initiation type violence/hazing. It is no justification that the perpetrator says or believes that a target is not upset or hurt by the perpetrator's actions or words, or that the target needs "toughening up", "taking down a peg or two", or "to be taught a lesson".
- 2.4 The E-Safety Acceptable Use Policy makes it clear that online or cyberbullying is unacceptable. Pupils must be socially responsible with regard to using the Internet and other communication technologies. This includes treating others with equal respect online and reporting instances of online bullying.
- 2.5 A target of bullying may be at higher risk of suffering abuse. A bullying incident will be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. In such cases, the procedures in the school's Safeguarding Policies will be followed and the Designated Safeguarding Lead will report concerns to the Isle of Man Social Services and Isle of Man Safeguarding Board.
- 2.6 The governing body are responsible for the implementation of this policy. It will be reviewed by the governor's Safeguarding Committee on an annual basis. Copies of this policy will be sent to all staff and it will be published on the School website.
- 2.7 The following websites provide information and advice:
 - 2.7.1 [Changing Faces](#)
 - 2.7.2 [Stonewall](#)
 - 2.7.3 [Show Racism the Red Card](#)
 - 2.7.4 [The Anne Frank Trust](#)
 - 2.7.5 [National Crime Agency Education](#)
 - 2.7.6 [Childnet](#)
 - 2.7.7 [Digizen](#)
 - 2.7.8 [Anti-Bullying Alliance](#)
 - 2.7.9 [Young Minds](#)
 - 2.7.10 [Kidscape](#)

3. AIMS and OBJECTIVES

- 3.1 King William's College ("the School", which for the purposes of this Policy includes the Buchan School and Buchan Nursery), is committed to providing a caring, friendly and safe environment for all of our students and staff, so they can learn and work in a relaxed and secure atmosphere.
- 3.2 This policy should be read in conjunction with the Safeguarding and Child Protection Policy, Behaviour Management Policy, E-Safety Policy, and the Equal Opportunities Policy.
- 3.3 Bullying of any kind is not acceptable in our school and will not be tolerated. If bullying does occur, **all pupils should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively.**
- 3.4 Racist, sexist or other discriminatory behaviour, regardless of circumstances, is always unacceptable and is considered a serious breach of the school's rules. No one should be subjected to unacceptable treatment because of their race, colour, gender, religion, ethnic origin, disability, and sexuality or family circumstances.
- 3.5 Bullying causes fear and distress for the target and often affects other children who witness the behaviour. It may damage the atmosphere of a class, or even the climate of the whole school.
- 3.6 We monitor and record very carefully as a wellbeing concern any instances of bullying so that we can respond quickly and be as pro-active as possible in dealing with any emerging patterns of behaviour. All bullying incidences will be reported to the Designated Safeguarding Lead.
- 3.7 Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.
- 3.8 The School is committed to responding to all bullying incidents, including journeys to/from school, external trips, after school clubs and cyberbullying.
- 3.9 Anti-Bullying statements are displayed throughout the School.

All members of staff (teaching and non-teaching) and pupils are:

- Expected to show respect for and develop an understanding of persons of differing ability, gender, sexuality, race and background. This is regarded as essential for individual personal and social development. The School wishes to enhance pupils' self esteem without cultivating arrogance.
- Made aware that bullying will not be accepted at the School.
- Responsible for upholding the School Rules, which state that **any form of bullying is completely unacceptable** and includes the implementation of the anti-bullying code.
- Made aware of the School's Equal Opportunities Policy and that it is unlawful to treat pupils or staff less favourably for example because of sex, sexuality, race, religion or belief, background or disability.

Members of staff should:

- Set a proper example of respect, kindness, courtesy and good manners.
- Ensure that standards of behaviour are maintained in a quiet, controlled and caring atmosphere.
- Be prepared to challenge any unacceptable behaviour and any use of discriminatory language.
- Deal promptly and effectively with all incidents of bullying.
- Record all incidents of bullying and action taken on the form provided.
- Think about the language that they use to ensure that children do not internalise their experiences and that they are being bullied because of who they are.
- Inform Heads of Year, House staff and Tutors or their concerns.
- Enlist the support of Praepositors through training and monitoring of prefect behaviour and effectiveness.
- Make sure that the quality of house/year group/tutor meetings is such that the standards of behaviour, which the school upholds, are reinforced.
- Ensure adequate supervision and surveillance within school, and be prepared to identify potential danger areas.
- Participate in Staff training sessions.
- Avoid any kind of behaviour that could be construed as staff-student bullying by the student.

1. Understand what bullying is and what it is not.
 - a. Does everyone understand the difference between relational conflict and bullying?
 - b. Does everyone have a good understanding of the roles involved in bullying
2. Promote a respectful ethos
 - a. Create a culture of respect across the school community
 - b. Promote kindness in the classroom.
 - c. Refer to the pastoral aims
 - d. Make everyone feel welcome
3. Celebrate difference
 - a. Celebrate differences and similarities in all pupils and staff
 - b. Ensure that everyone feels comfortable and confident
 - c. All pupils to talk about things that they find different
 - d. Some pupils may need support and time to talk about the differences they have
4. Challenge inappropriate language and behaviour

In PSHE teaching, relevant videos and role-play situations are used, so ways of countering and dealing with bullying are set within the context of social behaviour as a whole. The above principles will be reinforced:

- Whenever such issues arise within the wider curriculum
- In House/Year Group assemblies
- In Tutor groups
- In-House training programmes for the Sixth Form.

Parents should:

- Report bullying incidents to the student's Tutor or Head of Year as soon as they become aware of them
- Listen calmly to their children and provide reassurance that the situation can get better when action is taken.
- Give specific support for the school's Anti-Bullying Policy
- Be aware that it is unacceptable to denigrate and bully school staff via social media
- Not encourage retaliation as this can have negative and unpredictable results.
- Find out what the child wants to happen next, to help identify the choices open to them, the potential next steps to take and the skills they may have to solve the problem.
- Support the School in sanctions awarded to combat bullying in the School.
- Encourage their child to get involved in activities that help to build self-confidence and esteem and form friendships. 65% of students surveyed in anti-bullying week noted that having lots of good friends protected them from being bullied.

Pupils should:

- Always report incidents of bullying or of observed distress inside and outside school. Encourage a culture of anti-bullying: do not be a passive bystander
- Take Action by saying “Leave him/her alone”
- Offer support: encourage them to talk to someone, suggest how they might handle it
- Know that they can raise these issues in confidence by contacting one of the Helplines listed in ‘*People who can help you...*’ on House noticeboards and the Year Group Centres, meeting with the Isle listener, raising their concerns with a senior pupil, speaking to any member of staff or by contacting the Independent Listener.
- Be aware that it is not acceptable for pupils to bully each other or school staff via social media in the same way that it is unacceptable to do so face to face
- Understand that they should not retaliate to cyberbullying but report it immediately and save the evidence
- Understand that prejudiced-based language is unacceptable and that teasing can be unkind
- Be expressly taught, during PSHE in all years, the values and principles of:
 - The rights of the individual
 - Tolerance of individual differences
 - Building positive relationships
 - Developing emotional intelligence, including empathy and ways of developing resilience
 - Raising self-awareness and self-esteem
 - Social responsibility (i.e. caring for all members of the community)
 - Appropriate reporting of rule breaking
 - The difference between good and bad secrets
 - The correct use of the complaints procedure and awareness of the school’s *Anti-bullying* and *Equal Opportunities* policies.
 - Keeping passcodes to mobile devices secure and the importance of not leaving a computer logged on
 - Considering their online conduct carefully in accordance with the *E-Safety Acceptable Use policy*

WHAT YOU CAN DO IF YOU ARE BEING BULLIED

- Ignore it if possible
- Be assertive
- Try to laugh it off, use humour to deflect
- Do not retaliate with physical or verbal aggression
- Talk to people who you know will offer good advice
- Report it to a member of staff or an older pupil
- Build your own protective circle of friends
- Avoid high risk places
- Be proud of who you are

4. ANTI-BULLYING PROCEDURE

- 4.1 Pupils and all staff should be familiar with the document *People who can help you* which is displayed in the Boarding Houses and the Year Group Centres. This guide suggests who students can talk to if they are feeling unhappy.
- 4.2 Incidents of bullying behaviour or observed distress must be dealt with **immediately** and should be reported as soon as possible to a responsible adult. This could be any member of staff or a senior student.
- 4.3 The first member of staff involved makes notes or completes a wellbeing concern on iSAMS (which automatically copies the note to the DSLs and Heads of Year).
- 4.4 Heads of Year are responsible in the first instance for the management of such incidents.
- 4.5 Perpetrators and targets will usually be expected to assist staff in providing detailed written accounts of any incident.
- 4.6 Heads of Year will keep both the parents of perpetrators and targets informed of the situation and of any outcomes.
- 4.7 Targets are assured of patient and sympathetic listening and are given on-going advice and support. Where appropriate, contact will be made with external agencies to support a pupil who is experiencing bullying.
- 4.8 Perpetrators should be assured of counselling and rehabilitation, which may involve external agencies, to tackle any underlying issue which has contributed to a child engaging in bullying, as well as appropriate punishment.
- 4.9 A record of clearly substantiated incidents will be kept by the Designated Safeguarding Lead on the Wellbeing Manager area of iSAMS. The DSL will monitor incidents, identify any patterns and seek to prevent recurrences.
- 4.10 In the first instance, a 'no blame' approach is often taken where perpetrators are helped to reflect on their behaviour. This usually leading to a reconciliation meeting.
- 4.11 Pupils may then be given a verbal warning with clear advice about future behaviour, along with a Friday or Saturday detention.
- 4.12 Given the seriousness with which the School views bullying, persistent inappropriate behaviour may then result in suspension or expulsion.
- 4.13 When there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm from bullying, it will be referred to Social Services Department as a safeguarding concern by the Designated Safeguarding Lead.
- 4.14 If a bullying incident warrants Police involvement, the School will not hesitate in seeking their advice.
- 4.15 Complaints about the anti-bullying procedures should be reported through the School's Complaints Procedure.
- 4.16 Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.
- 4.17 The School will regularly reflect on bullying incidences, to ensure that current practice and procedure is appropriate and effective.

Linked Policies

Acceptable Use Policy; E-safety Policy; Behaviour Management Policy; Safeguarding Policy; and Data Protection Policy

Guidance

Preventing and Tackling Bullying: advice for headteachers, staff and governors (DfE October 2014)

Cyberbullying: advice for headteachers and school staff (DfE November 2014)

Anti-bullying school policy and procedures checklist (Kidscape 2017)

THE BUCHAN SCHOOL - Anti-Bullying Procedures

1. The Head of Buchan will:

- ensure that the SMT & teaching staff have an opportunity to discuss and review strategies on a regular basis
- ensure that there are positive strategies and procedures in place to support both the bullied and bullies
- be responsible for the day-to-day management and implementation of the policy and systems
- keep a written record of any of any bullying which takes place (using the 'Bullying referral form' to enable patterns to be identified)
- ensure appropriate training is available for all staff to access
- ensure that all staff, parents and pupils are aware of the procedures in place
- report any referrals to the governing body

2. Form Teachers will:

- be responsible for liaising with the Head of Nursery, Pre-Prep or Prep over incidents involving pupils in their form and act as agreed with above
- know the School's policy and procedures and ensure that any incidents are reported using the 'Bullying Referral Form', to enable patterns to be identified
- Support and contribute to the anti-bullying programme in the school

3. All Staff will:

- know the policy and procedures
- liaise with Form Teachers, Head of Nursery, Pre-Prep & Prep and the Head of Buchan.
- be observant and note any concerns to above
- never allow any incidence of bullying pass by unreported, whether on-site or during an offsite activity
- attend training as directed by the Head of Buchan.

4. Reacting and Responding

- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- It is the responsibility of all members of the school to report any incidents of bullying to a member of staff. A pupil should feel able to talk to any member of staff if he/she feels he/she is being bullied.
- The member of staff approached will assess the nature of the incident and follow the school procedure.
- More serious cases of bullying will be referred to the Deputy Head (or initially Head of Nursery, Pre-Prep / Prep) to establish facts and agree course of action. The Head of Buchan will be kept informed of any actions taken
- Investigation of the incident will include establishing what happened by listening to different perspectives, including those of the target, the pupil doing the bullying and those that have witnessed the bullying (also called "outsiders")
- Each case will be dealt with individually and in more serious incidents; parents (of both perpetrator and target) will be informed of any actions taken by the school

5. The Head, Deputy Head, Form Tutors (Class teachers) involved will work together at all stages to agree and apply appropriate action, which may include:

- A. Discussing matters and counselling the pupils involved
- B. Involving and working with parents to agree strategies to tackle the problem
- C. Various withdrawals of privileges (perpetrator)
- D. Short term suspension from School (perpetrator)
- E. Permanent exclusion from School with Principal's agreement (perpetrator)

- Written reports on incidents will be noted on a ‘Bullying referral form’ and will be included in the relevant pupil files and parents informed of action taken. A copy will be made for the Head’s file
- Both the target and the perpetrator will be monitored in order to provide support
- All actions will be taken with due regard to health and safety

6. Sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

7. Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he/she has done is unacceptable;
- deter him/her from repeating that behaviour; and
- signal to other pupils that the behaviour is unacceptable and deter them from doing it

8. Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

9. A record of incidents will be kept by the Buchan Designated Safeguarding Lead on the Wellbeing Manager area of iSAMS. The DSL will monitor incidents, identify any patterns and seek to prevent recurrences.

9. Supporting and Monitoring

This will include:

- Identifying immediate and longer-term support needs of both the person being bullied and the person who has done the bullying. This may range from assembly time to accessing support from external agencies eg Isle Listen or Child Adolescent Mental Health Services (CAMHS)
- Ensuring that all staff are aware of the bullying incident; including what happened, who was involved and any bystanders
- Reflecting on the process to identify any lessons for the future and disseminating to colleagues
- Monitoring and following up with all parties concerned to ensure that the bullying has stopped.

10. Outcomes

- The perpetrator may be asked to genuinely apologise
- If possible, the pupils will be encouraged to reconcile the situation
- After the incident has been investigated and dealt with, each case will be monitored
- In serious cases, suspension or even exclusion will be considered. (Ref Misconduct & exclusions policy)

11. Complaints from parents

In the event that a complaint is received from a parent that their child is being bullied or has been wrongly accused of bullying, the member of staff should respond in accordance with the School’s Complaints Procedure which is available from the school office.

13. Monitoring and Evaluation

The policy will be monitored regularly by the Head of Buchan, the Governors and the School Council.



Anti – Bullying at King William’s College

KING WILLIAM’S COLLEGE We seek to prevent bullying by promoting a school ethos in which bullying is regarded as unacceptable. Research suggests that one of the most effective deterrents of bullying is peer attitudes and responses. Students are encouraged to remove themselves from situations and to report incidents in which they are concerned that bullying behaviour is occurring.

Types of Bullying

Bullying can include a number of different behaviours:

- Verbal or psychological: name-calling, spreading rumours etc
- Physical: pushing, kicking, hitting, punching etc
- Emotional: being unfriendly, excluding, tormenting, humiliating, hiding things etc
- Virtual or Cyber bullying via text messages or the internet.
- E.g. using social networking sites, email & mobile phones or devices to make abusive comments, threats by text or calls. Misuse of associated technology such as photographs, camera & video facilities. It is an offence for a person to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
- Threatening behaviour: extortion, demanding money, possessions etc
- Intimidating: through threat of violence or by isolating someone physically or online.
- An imbalance of power: between the perpetrator and target, or the attempt to gain control over another person.
- Racist: making racial taunts, graffiti, gestures etc
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic or Sexist: focussing on the issue of someone’s sexuality or gender
- In response to someone’s special educational need or disability
- In response to someone’s religious beliefs
- Indirect: spreading rumours, excluding someone from social groups etc

People Involved in Bullying Incidents

- Ringleader – initiating and leading, but not always the person carrying out the bullying behaviour (someone else may be carrying out the behaviour for them).
- Target – who the behaviour is aimed at
- Assistant – actively doing the bullying, but not the leader. Often the person is identified by the target, but not necessarily the instigator.
- Reinforcer – may laugh or encourage others to get involved. More in the background, encourages others to get involved.
- Defenders – stand up for someone being bullied but not confident enough to do anything about it.
- Outsiders (bystanders) – those who turn a blind eye to the behaviour. They are not involved but know what is happening.

The Seriousness of Bullying

It is important to state that anyone can be bullied but no one deserves to be bullied. Whatever the reason, a target must be helped and protected. The target needs to be assisted to develop the personal resources they need in order to overcome the difficulties they are facing.

The full Anti-Bullying Policy can be found on the School's website.

Prevention through Education

King William's College seeks to educate students about how to interact effectively and positively. We aim to produce a safe and secure environment where all student can learn without anxiety and where we minimise opportunities for bullying. Students are encouraged to co-operate with each other, form positive relationships and question behaviour which discriminates against others. They should also learn to listen to others at the same time as demonstrating an appropriate degree of assertiveness.

To combat the culture of silence, a culture of being prepared to tell is encouraged. Any pupil being bullied is encouraged to speak to their parents, tutor, Year Head, House Staff, Chaplain, Senior Leadership Team, or any other trusted adult.

- The College will deal promptly with **any** concerns over bullying and will involve parents where appropriate.
- Serious cases are referred to the Principal.
- Records of bullying or suspected bullying will be maintained to ensure any repeated patterns of behaviour may be identified.
- Where bullying has been identified and intervened against, we will continue to monitor the situation for a suitable time period.
- Appropriate support will be given to the target and counselling will be available to both bully and target if appropriate.
- Serious cases of bullying may result in suspension or exclusion, and may be reported to the Police.
- Persistent bullying will result in exclusion.
- Our students are encouraged to tell a member of staff at once if they know that bullying is taking place.



What to do if you are being bullied?

If you are being bullied, there are a range of strategies that you can adopt to deal with the situation:

Saying no

- When you say NO, say it firmly.
- Listen to your body and to your feelings: What do you really want to say?
- Try not to get caught up in arguments.
- If you don't want to do something, don't give in to pressure. Be firm. Remember, we have the right to say NO!
- When you say NO to someone, you are only refusing the request. You are not rejecting the person.

'Broken Record'

- Stay calm and focussed.
- Repeat over and over the same phrase (such as 'No' or 'I'm not interested')
- Make your phrase short and precise ('Go away')

Fogging

- Imagine that you are inside a huge, white fog-bank: the insults are swallowed up by the fog long before they reach you. Nothing touches you.
- Reply to taunts with something short and bland e.g. 'maybe' or 'that's what you think'. Then walk away.

Phone calls

- If you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn off your phone. Once the bully realises that they can't get you rattled, they usually get bored and stop bothering you. Always tell someone else.
- Use your voicemail to vet your calls.
- Remember that almost all calls can be traced.
- Get help from your network provider.

Emails and messages

- Never reply to unpleasant emails. The sender wants a response – don't give them that satisfaction.
- Keep emails and messages as evidence and tell an adult.
- Never reply to someone you don't know, even if there is an option to 'unsubscribe'. This simply confirms that your email address is a real one.
- Ask an adult to contact the sender's internet service provider by writing abuse@ then the host, e.g. abuse@hotmail.com

Take your time

- Always remember that no one deserves to be bullied – bullying is the bully's fault.
- Speak to someone – a friend, a teacher, an older student, anyone you can trust.
- Once the bullying stops, many former targets say that they don't feel brilliant immediately. It takes time to get over bullying – you will feel better eventually.