

BEHAVIOUR FOR LEARNING AND INCLUSION POLICY

Dormers Wells High School

**Maths, Computing, Applied Learning
and Leading Edge
Specialist School**

Ratified by Governors	June 2016
Review Date	June 2017
SLT Responsible	Mrs D Kullar

Behaviour for Learning and Inclusion Policy

Aims

Dormers Wells High School aims to provide a positive, respectful, safe and ordered environment where all students can learn.

Our school motto is "Opening the door to success".

We are proud to be an inclusive comprehensive school committed to meeting the needs of all of our students while maintaining high standards and ensuring the safety of our learning community.

The school is very clear about its aims. They are to:

- ❖ Enable all students to develop fully their individual academic and personal potential;
- ❖ Promote excellence;
- ❖ Provide a secure, positive and well-ordered environment for learning;
- ❖ Enable all students to develop a concern and a tolerance for others;
- ❖ Build an effective partnership between school, students, parents/carers and the local community;
- ❖ Recognise and benefit from and respect the cultural diversity of our students;
- ❖ Provide a rich, broad and balanced curriculum for all;

Our aim is to develop resilient, respectful and confident students who will thrive in a changing world.

This policy sets out our principles and expectations of our students and makes clear the rewards which students can expect to receive and the sanctions available to staff, the Head teacher and the Governing Body if students breach the code of conduct.

Expectations of Students

Dormers Wells High School has very clear expectations of students. We encourage our students to participate positively in all aspects of school life. Students should have good levels of achievement, effort, attendance and punctuality. Students should conduct themselves in a respectful manner at all times.

We encourage our students to value: -

- Honesty
- Respect for the rights of others
- Responsibility both personally and towards the community
- Consideration and understanding towards others
- Co-operation and helpfulness
- Reliability
- Self discipline

This policy and its principles also apply to the Sixth Form who are subject to the same provisions including exclusions. The exception is that Sixth Formers are allowed mobile phones and digital devices in the Sixth Form area. In addition to this policy, Sixth Form students will be expected to adhere to a separate Sixth Form Code of Behaviour and Expectations.

Behaviour Management at Dormers Wells High School

All staff are expected to follow the school Behaviour for Learning and Inclusion policy by making sure students are treated fairly and calmly, with respect and act as good role models.

All parents are requested to sign the school's Home School Agreement. (Appendix A)

All students are expected to sign the school's Code of Conduct.

Students are expected to always have their school diary with them. This is a vital method of communication with parents. Diaries should be checked and signed on a weekly basis by parents and form tutors.

Code of Conduct

As a student at Dormers Wells High School

1. I will wear my ID badge visibly at all times.
2. I will carry my school diary at all times.
3. I will wear the correct full school uniform at all times.
4. I will attend school and lessons punctually and comply with the attendance policy.
5. I will be properly equipped for my lessons (listed below).
6. I will try to do my best in all lessons and with my home learning.
7. I will follow staff instructions first time.
8. I will not disturb the learning of other students.
9. I will show respect and courtesy to others.
10. I will behave in a safe and sensible way around the school
11. I will eat and drink only in approved areas at permitted times.
12. I will respect our school environment and resources.
13. I will use ICT equipment and social media appropriately.
14. I understand that using racist/sexist/homophobic and other discriminatory language is unacceptable and will lead to a severe sanction.
15. I understand that if I bring a knife or weapon to school or I am in possession of a knife or weapon in school I could be permanently excluded.
16. I understand that hats and outdoor coats should be removed once inside the school building.
17. I understand that make-up should be discrete and nail varnish or false nails should not be worn.
18. I understand that jewellery must comply with the uniform policy.
19. I understand that my hairstyle should be in accordance with the uniform policy.
20. I will not bring banned items (listed below) into school/on a journey to and from school or on school trips and understand it will lead to an appropriate sanction.

Equipment: Black or blue pen, red pen, green pen, pencil, eraser, sharpener, ruler, compass, highlighter pen, glue stick, calculator, school diary and reading book.

Banned items: chewing gum, fizzy drinks (including energy drinks), alcohol, tobacco, e-cigarettes, shisha pens, illegal drugs, matches, lighters, aerosols, pornographic material, smoking paraphernalia, mobile phone (unless in Sixth Form), MP3 players, iPods or other electronic devices, stolen items, knives, blades or other dangerous or valuable items.

Student name:

Form:

Signature:

Date:

Uniform

All students are expected to wear their school uniform correctly at all times. All students have to wear school uniform in order to maintain equal opportunities for all to respect their religions and customs.

If students are not in full uniform they will not be able to attend lessons. All uniform items should be of plain materials (i.e. no patterns, checks, shiny fabrics, etc.)

Girls	Boys
Plain black coat (no lettering or patterns)	Plain black coat (no lettering or patterns)
Black blazer with school and house badge	Black blazer with school and house badge
House lanyard	House lanyard
Black traditional school skirt of knee length or longer	
Black traditional cut school trousers	Black traditional cut school trousers
White school shirt	White school shirt
Plain black V-neck traditional jumper	Plain black V-neck traditional jumper
School tie	School tie
Plain black/white socks, tights (plain black/ neutral)	Plain black/white socks
Plain black shoes (laces should be black)	Plain black shoes (laces should be black)
Plain black hijab, turban or patka (if worn)	Plain black turban or patka (if worn)
Girls PE Kit	Boys PE Kit
Plain black shorts, leggings or tracksuit trousers	Plain black shorts, leggings or tracksuit trousers
Dark blue polo T-shirt with school logo	Dark blue polo T-shirt with school logo
Mid-grey sweatshirt with the school logo	Mid-grey sweatshirt with the school logo
Dark blue fleece with the school logo	Dark blue fleece with the school logo
Trainers	Trainers
Swimming costume	Swimming trunks (not long or baggy shorts)
Swimming hat	Swimming hat

In addition to the uniform listed above, students must adhere to the following:

- Coats must not be worn in the school building. Denim, leather or leather look jackets/coats are not permitted.
- Hats and caps are only to be worn outside the school building and should be plain black.
- School shirt should be tucked in at all times with the top button done up
- Any belts worn should be black in colour with a small buckle.
- Trainers or canvas shoes (e.g. Vans/Converse style) are not permitted instead of shoes
- Sweatshirts and hoodies are not permitted.
- Discrete make-up only
- Nail varnish is not permitted
- False nails are not permitted
- No facial piercings or visible tattoos.
- Jewellery is not allowed except for small stud earrings and/or a watch and one religious token such as a thin bangle

The school community expects to be able to see staff and students faces in order to communicate and to maintain Health and Safety.

The Hijab can be worn; however the school shirt and tie must be visible.

Sikh students who have been baptised can wear the five "articles of faith" that must be carried at all times. The small Kirpan should be worn discreetly and out of sight.

Hair

Students' hair and hair extensions should be natural in colour.

Students not adhering to the rules will be expected to have their styles changed.

Rewards

Rewards play a vitally important part in managing and encouraging good behaviour for learning.

Praise

Praise should be used more frequently than warnings. All staff should look for opportunities to praise students for doing the right thing. Postcards or positive phone calls home can also be used.

House Points

House Points are awarded through registers on SIMS. The criteria for awarding house points are:

- Good work
- Citizenship
- Other e.g. Leadership, attendance at extra-curricular clubs
- The 'Do the Right Thing Award' is for students who behave in an exemplary manner and go above and beyond what we expect of them
- One week full attendance
- One week with no lates

House Awards

The following are awarded at end of term House Assemblies

- Excellent attendance and punctuality
- Highest number of individual House Points
- Best attendance at Breakfast Club
- House Competition winners
- Positive contributions to Houses.

Curriculum area and Pastoral Awards

The following curriculum and pastoral commendations are awarded at end of term Year Assemblies:

- Excellent progress in a subject (nominated by CLs)
- Positive growth mindset in a subject (nominated by CLs)
- Excellent engagement with the form time pastoral programme (nominated by FTs)
- Excellent progress across a number of subjects (nominated by Year Leaders)

Headteacher's Excellence award

Any member of staff can nominate a student for The Headteacher's Excellence Award. The criteria for this award are:

- Sustained good work or effort (ie. not a one off piece of work or lesson)
- Outstanding contribution to the school community

Students who receive this award sign the Headteacher's Excellence Book.

Jack Petchey Award

The Jack Petchey Award scheme is a national award scheme and has been developed to award young people for a variety of different achievements.

During the year students have 9 opportunities to be nominated by staff and fellow students for a Jack Petchey Award. The winning students receive membership to the Jack Petchey Club and are invited to attend the regional award ceremony to celebrate their achievements

Awards Evening

Every year students are nominated for outstanding academic success across the curriculum subjects and year groups as well as for outstanding contribution to the wider school community.

The students and their parent/carers are invited to attend the annual Awards Evening where their success and commitment is acknowledged and rewarded.

This is an opportunity for students, a family representative and staff to celebrate the year's successes together. To have been recognised in this way reflects a year of hard work, positive growth mindset and commitment to their subjects or wider school activities.

Classroom Rules and Expectations

In curriculum areas we set high expectations of learners that clearly define the effort and behaviours that students should put into learning in lessons. Any behaviour concerns in lesson times are followed up by the classroom teacher in the first instance followed by the Curriculum Leader, unless it is a very serious breach of our Behaviour for Learning and Inclusion Policy and then it is referred to the Year Leader.

We have a classroom behaviour for learning plan which applies to all teaching areas. These plans are displayed in all classrooms.

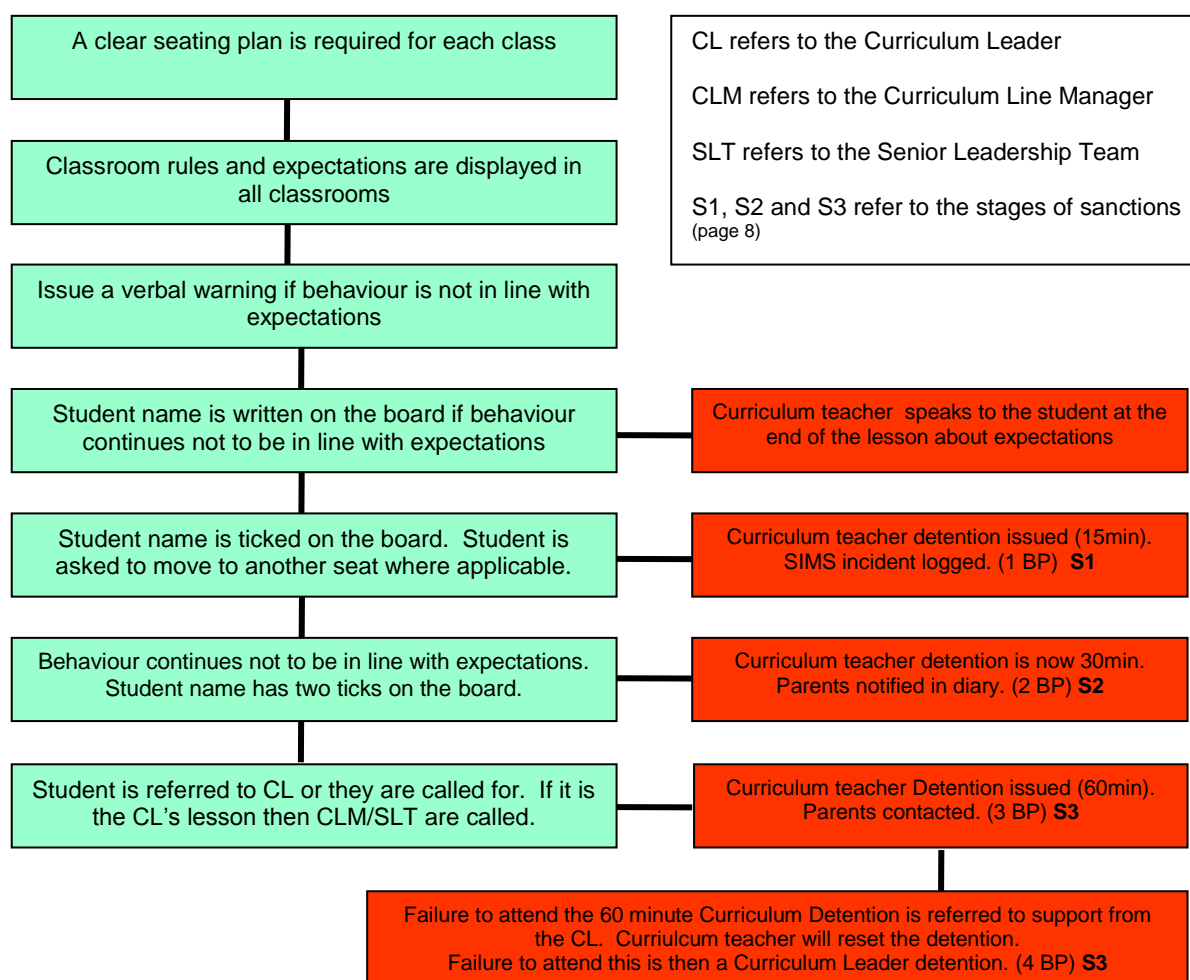
- **Arrive on time properly equipped**
- **Follow the teacher's instructions the first time.**
- **Be respectful to staff and other students.**
- **Be an active and reflective learner.**
- **Share your thoughts and opinions and listen to those of your peers.**

We use SIMS behaviour management module to record all behaviour incidents.

A sanction of 1 behaviour point (1 BP) is usually assigned when an incident is logged. A different number of behaviour points can be assigned due to the nature of the incident.

Teaching staff are expected to greet their class at the doorway to the classroom. Students are not permitted to leave the classroom without an exit card.

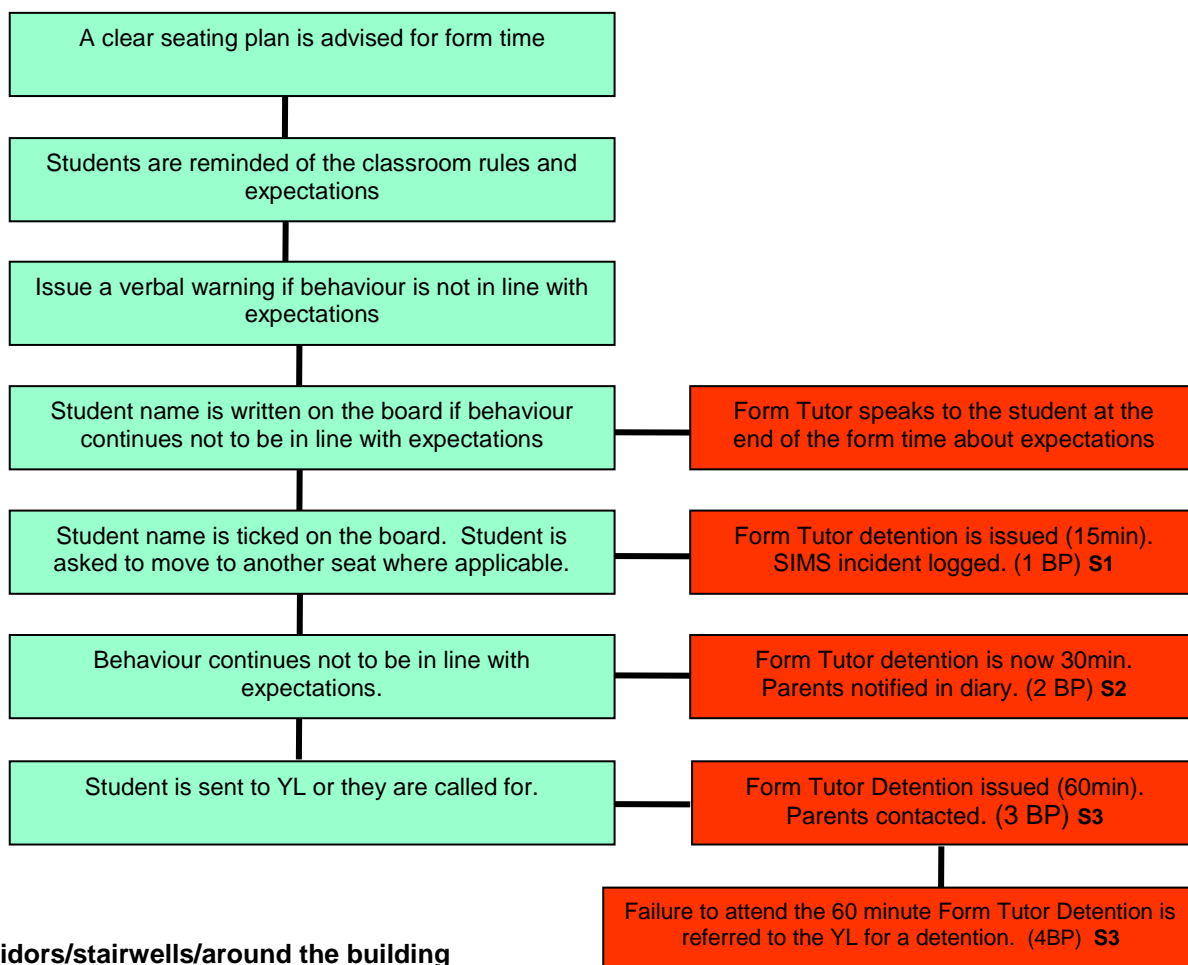
Classroom code of behaviour



If a student is to be removed from the classroom and the CL is teaching, the student will be sent to them with another student.

Incidents in the classroom are sanctioned by the classroom teacher and supported by the Curriculum Leader. A serious incident (eg fight) will be referred to the Year Leader.

Form time code of behaviour

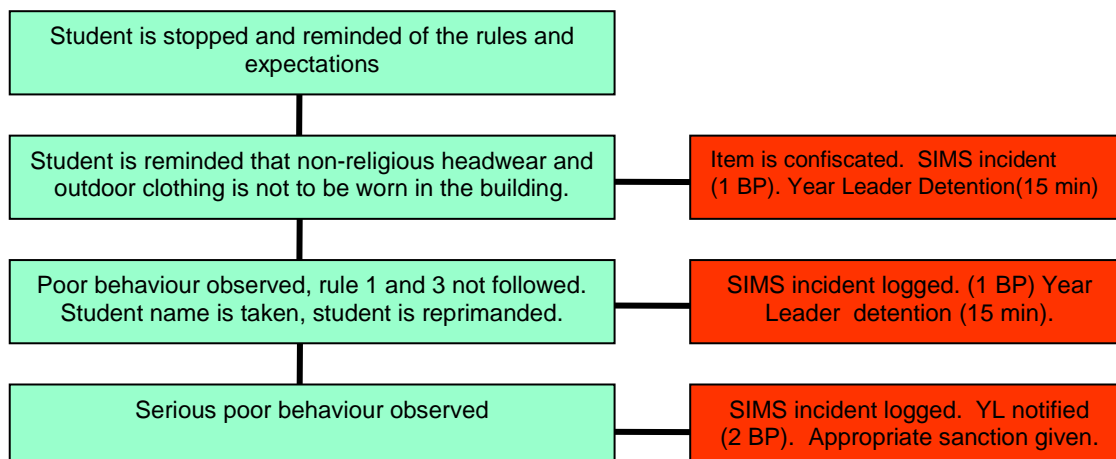


Corridors/stairwells/around the building

Teaching staff are expected to be at their classroom doorway to greet and dismiss the students. This will support student movement along the corridors. Students will keep to the left in a corridor.

General rules for movement inside of the building are:-

1. **Walk quietly and calmly, do not run inside the building.**
2. **Non-religious headwear and outdoor clothing must not be worn inside the building.**
3. **Eating or drinking is only allowed in the Dining Hall and Dining Hall Courtyard.**
4. **Chewing gum is not permitted on the school premises.**
5. **Look after the environment, do not drop litter.**
6. **Open door for staff and allow staff to go through first if possible.**
7. **Students are not to touch/hold one another**



Stages of sanctions

This is not an exhaustive list of incidents that warrant sanctions at each stage but represent an example.

Stage 1 (Logged on SIMS, 15 minute detention, 1 BP)

Behaviour for learning is not in line with classroom expectations – name on board is ticked
Late to lesson (without a written explanation)
Eating/drinking in lessons
Failure to contribute to group work
Littering

Stage 2 (Logged on SIMS, 30 minute detention, 2 BP)

Lack of effort (classwork/home learning)
Minor disruption (talking, out of seat, distracting others)
Lack of respect for peers and their property
Failure to follow teachers' instructions first time
Persistently failing to bring correct equipment
Incorrect uniform
No home learning attempted

Stage 3 (Logged on SIMS, 60 min detention, 3 BP)

Persistent lack of effort (classwork/home learning) (following stage 2)
Poor language (swearing, unpleasant comments) towards another student
Persistent poor behaviour (following stage 2)
Failure to attend stage 2 detention
Unacceptable use of technologies and/or the internet (minor infringements)
Having a mobile phone

Stage 4 (Logged on SIMS, 2 hour Headteacher's detention, 4 BP)

Physical aggression outside the classroom
Language which is deemed threatening
Persistent failure to attend stage 3 sanctions
Aggressive/threatening/intimidating behaviour
Dangerous and unmanageable behaviour in the corridors/at lunchtime
Rude and unmanageable behaviour

Stage 5 (IE room, 5 BP)

Persistently breaking the code of conduct (despite stage 4 sanctions and interventions)
Inappropriate language towards a teacher
Bullying (Verbal, Physical, Cyber, indirect)
Racist/sexist/homophobic and other discriminatory language
Vandalism or wilful acts of damage to school property
Physical aggression inside the building
Being in possession of smoking paraphernalia in school/smoking on school site
Using a mobile device to take photographs/video in school/school related activity without permission
Attempted theft/ theft from local community
Cheating/plagiarising in an assessment (this may also lead to being withdrawn from the exam)
Defiant and unmanageable behaviour
Failing/refusing to attend Headteacher's detention
Inappropriate comments (sexual, etc)

Stage 6 (FTE, 10 BP per day of exclusion)

Persistently breaking the code of conduct (despite stage 5 sanctions and interventions)
Setting off the fire alarm
Under the influence of alcohol or drugs on school site
Persistent acts of bullying
Inappropriate physical contact (physical, sexual)
Fighting out of school and bringing the school into disrepute
Persistent aggressive behaviour

Stage 7 **(Possible permanent exclusion)**

Involvement with weapons (any items made and/or adapted, for causing and/or intending to cause injury)

Dealing and/or the concealment of drugs

Extreme acts of violence

Persistent breaches of the Behaviour for Learning and Inclusion Policy despite stage 6 sanctions and interventions

Or any other incident that is considered to be an extremely serious breach of the behaviour policy.

Sanctions

Incidents that take place outside of lesson time should go straight to the Year Leader.

More serious incidents (eg. fights, swearing at a member of staff) that occur in the classroom may also bypass Curriculum Leaders and go straight to Year Leaders.

Serious incidents are always thoroughly investigated with witness statements being taken independently. Year Leaders and Deputy Year Leader coordinate investigations with a summary being written by the member of staff leading the investigation.

In discussing a sanction the nature of the incident, the balance of likelihood and the previous behavioural record of the student is taken into account before a course of action is agreed. Students may be temporarily withdrawn from lessons while the incident is investigated. Students are expected to be working whilst they are out of lessons.

Behaviour points will go back to zero at the start of each academic year.

Behaviour points and consequences

Points	Action
20 BP	Warning from Form tutor. Warning logged on SIMS. Review of incidents
30 BP	Discussion with Form tutor. Discussion logged on SIMS as an intervention. Form tutor contacts parents to notify them of specific concerns.
40 BP	Report card with Form tutor for two weeks. Parents informed.
50 BP	Discussion with Deputy Year Leader (DYL). Discussion logged on SIMS as an intervention. Report card with DYL for two weeks. Parents informed
60 BP	Discussion with Year Leader (YL). Discussion logged on SIMS as an intervention. Year Leader meets with parents to discuss specific concerns. Report card with YL for two weeks. Pastoral Agreement agreed and signed.
80 BP	Discussion with Assistant Headteacher (AHT), student and family. Discussion logged on SIMS as an intervention. Pupil Support Plan put in place. Report card with AHT for two weeks.
100 BP	Student, family, learning mentor (if applicable) and YL attend a Senior Leadership panel. Discussion logged on SIMS as an intervention. 1 day IE room. Report card with AHT for two weeks.
130 BP	Deputy Head meeting. 1 day FTE (no BPs accrued) Discussion logged on SIMS as an intervention.
160 BP	Head Teacher meeting 2 day FTE (no BPs accrued) Discussion logged on SIMS as an intervention.
200 BP	Governors meeting 3 day FTE (no BPs accrued) Discussion logged on SIMS as an intervention.

Detentions

Detentions will be used in a productive manner. Detentions will be logged on SIMS. Each detention will carry a behaviour point. If a detention is given during lunchtime then the student will be given sufficient time to have lunch within the detention or allowed to leave by 2.00pm so that they can arrive at the Dining Hall in time for lunch.

If a student misses a curriculum or form detention then the detention will be rescheduled and 1 behaviour point logged for failing to attend a detention.

If a student misses the detention for a second time then they will be referred to the Curriculum Leader or Year Leader, for a CL/YL detention. The detention will be logged with 4 behaviour points.

Headteacher's Detentions run on a Friday after school from 3.15 – 5.15pm. If a student misses a Headteacher's Detention without a valid reason then this will result in one day in the IE room and the detention will be reset.

Detentions will be recorded in the home learning diary. Students can be issued with a 30 minute detention after school on the same day.

It is the students' responsibility to make their own way to all detentions.

Report Cards

Level	Duration	Action
Form tutor	Two weeks	Student placed on report card after gaining 40 BP. Form tutor will review the report card with the student during registration. Form tutor liaises with family at the end of each week.
Deputy Year Leader	Two weeks	Student placed on report card after gaining 50 BP/failing form tutor report/one day in the IE room. Deputy year leader will review the report card with the student during registration. Deputy year leader liaises with family at the end of each week.
Year Leader	Two weeks	Student placed on report card after gaining 60 BP/failing deputy year leader report/serious incident. Year Leader will review the report card with the student during registration. Year leader liaises with family at the end of each week.
SLT	Two weeks	Student placed on report card after gaining 80 BP/failing year leader report/serious incident. AHT will review the report card with the student during registration. One or more negative comments indicate a loss of lunch break the next day. AHT liaises with family at the end of each week.

A student will fail their report card if they:

- gain two or more negative comments in one day
- gain two or more lates to lessons or school in one week
- do not attend a detention
- are removed from a lesson
- are involved in a serious incident.

A student will come off the report card once they have had a positive two week period.

Curriculum Report

A student will be seen by a Curriculum Leader after the third referral or incident in the Curriculum Area. The Curriculum Leader will issue a warning or place the student on a report card.

Level	Duration	Action
Curriculum	6 lessons	Student placed on report card by Curriculum Leader. Curriculum Leader or Curriculum TLR holder to notify the family. Student to see Curriculum Leader or Curriculum TLR holder to discuss the report card. Sanctions will be applicable.

Internal Exclusion Room (IE room)

Internal exclusion involves a student losing the privileges of being part of the school community. They lose their social time, work in silence and engage with the work that they are provided with.

A member of the Leadership Team can internally exclude students following discussion with the relevant Year Leader. Staff will be informed via a morning email when students have been placed in the IE room.

All Curriculum Leaders will provide general materials for the IE room. Teachers can provide specific work for a student if they wish.

Students will be informed by their Year Leader if they are to be placed in the IE room. Parents / Carers will be informed by phone of the Internal Exclusion and a letter will be sent. A copy of this letter will be kept in the student file for reference.

Students will be placed on Deputy Year Leader report after time spent in the IE room.

Students will be required to complete a booklet reflecting on the reason for their time in the IE room. They will then work on tasks provided. All work is to be completed in silence. There should be no writing on desks, walls, booths etc.

8:50am	Students met at reception by Learning Mentor on duty. Full uniform is to be worn at all times.
11.15 – 11.35 am	Students will be permitted to use the reception toilet by the Duty team member.
1.35 – 2:15 pm	Students to eat a packed lunch in the IE room. Students will be permitted to use the reception toilet by the Duty team member.
3.30pm	Students escorted to student reception to leave school site.

If the fire alarm sounds the students must be escorted to their Assembly Point.

Students who do not behave appropriately in Internal Exclusion will be removed from the room by the Leadership Team; an additional consequence of isolation with the attached AHT will follow.

Students are not permitted to bring juice, fizzy drinks, sweets, chocolates, biscuits and crisps into the IE room.

Other sanctions/interventions

- Restorative justice
- Community service
- Loss of privileges
- Fines for damage to school property
- Loss of lunch and break times

Fixed Term Exclusion

When a fixed term exclusion is deemed necessary parent/carers will be notified of the school's decision to exclude for a fixed term period. A schedule of work will be provided for the student. Parents/carers will be requested to meet with the Year Leader or a member of the Senior Leadership Team at the end of the exclusion.

Exclusions: 1-5 days

Fixed Term Exclusions lasting between 1-5 days are a response to concerns about poor behaviour and mean that students will work at home during the period of exclusion. The length of the exclusion will reflect the nature of the offence and the student's previous record.

Exclusions: over 5 days

Fixed Term Exclusions of over 5 days are a response to incidents of poor behaviour which are more serious in nature. From the sixth school day of exclusion, the student will continue his/her education at an alternative provision under supervised conditions. For more information on Exclusions, please refer to Appendix B.

Managed Move – School To School

This could be for two reasons

- a) if the student would benefit from a fresh start; or
- b) if the relationship between the student and school has broken down to an irrevocable degree.

The arrangement requires the co-operation of the parent/carer and another educational institution and is only carried out in exceptional circumstances. For more information on Managed Moves, please click on here refer to Appendix C.

Alternative Provision

In unusual circumstances alternative provision may be sought by the school for the specific needs of a student.

Cumulative Exclusion and Formal Warning

If a student has had a cumulative total of 15 days fixed term exclusion this places them at Action stage 3. If the student were to receive a fixed term exclusion after the 15 days have been served this will prompt a formal warning from the Headteacher. If a student receives another fixed term exclusion after this warning it may result in the student being permanently excluded from school.

Action Stage	Fixed Term Exclusion	Support
1	1 – 5 days	<ul style="list-style-type: none"> Year Leader meets with parents/carers and student. Pastoral Support Plan is agreed.
2	6 – 10 days	<ul style="list-style-type: none"> Year Leader and Assistant Head meet with parents/carers and student. Pastoral Support Plan is reviewed. Report card with AHT for two weeks. Assigned a learning mentor if appropriate. Student is discussed at Inclusion meeting. (Appropriate student support is discussed. Student support is reviewed after any following exclusions/internal isolations).
3	11 – 15 days	<ul style="list-style-type: none"> Student, family and Year Leader attend a SLT panel during this stage. Pastoral Support Plan is reviewed. Report card with AHT for two weeks. Managed move offer discussed with parents/carers.
4	15 days + 1 FTE	<ul style="list-style-type: none"> Deputy Head teacher (DHT) and Headteacher meet with parents/carers. Formal warning is issued by the Headteacher, Student is placed on DHT monitoring report for two weeks. Pastoral Support Plan is reviewed. Student may appear before a Governing Body review panel. Managed move offer discussed with parents/carers.
5	15 days + 2 FTE	<ul style="list-style-type: none"> Permanent exclusion may be considered or decided by the Headteacher

Permanent Exclusion

In some cases, the Headteacher may decide that an exclusion is to be permanent. The decision to exclude a student permanently is a serious one and is usually the final step in a process of dealing with disciplinary incidents after a range of other strategies have been tried without success.

GENERAL INFORMATION

Attendance and Punctuality

Please see the Attendance and Punctuality Policy.

Lateness to school sanctioned with a 15 minute detention at breaktime on the same day. Failure to attend a detention at breaktime is a no notice 30 minute detention after school on the same day. If a student does not attend this detention they will be sanctioned with a Year Leader detention.

If a student has two or more lates in one week they are given 1 BP. This will be monitored by the DYL.

Banned Items

In addition to the banned items listed earlier in the policy the list of items below must not be brought to school. Serious incidents could lead to an exclusion from school. Possession of a weapon, e.g. a knife, is likely to lead to permanent exclusion.

Dangerous Items	Valuable Items
Aerosols Fireworks, bangers/snaps Stink bombs/itching powder Knives including pocket knives Swiss army knives/blades BB guns Catapults Knuckle dusters Any objects which could be construed to be a weapon	Ipods Electronic games Large sums of money

All of the above will be regarded as a serious breach of school rules. The relevant Year Leader or a member of the Leadership Team must be informed immediately.

Behaviour outside school/power to discipline beyond the school gate

Students' behaviour outside school on school trips, sports fixtures, work experience, residential etc. is subject to the school's behaviour policy.

For behaviour outside of the school, but not on school property, the Head teacher may take action (including exclusion) if the conduct of identified Dormers Wells' students has led to the name of the school being brought into disrepute.

Break time/ Lunch time arrangements

- Students must not enter the building at lunchtime unless it is wet or they are attending/going to a club or supervised activity when they should have an appropriate pass issued by a member of staff
- If it is 'wet break/lunch'
 - Years 7, 8, 9 will go to the hall,
 - Years 10 and 11 ground floor of school and
 - Sixth formers to the Sixth Form Area or Long Gallery
- During exam periods alternative arrangements will be made for 'wet break/lunch'.

Bullying

All aspects of bullying will be dealt with appropriately by the pastoral teams for each year group. Please refer to the Anti-Bullying Policy.

Cashless Catering

We operate a cashless catering system. Students should top up their lunch cards online using the personalised account details that have been provided to students and parents. There is a top up machine in the student reception area which students can access before school, at break time or after school.

Confiscating items

At Dormers Wells High School we follow the DfE guidance on 'Screening, searching and confiscation'.

Staff may retain, return, dispose or forward confiscated items to the police.

All members of staff will take particular care when deciding whether to confiscate items of clothing or jewellery. In particular they will have appropriate regard to whether the item in question has religious or cultural significance to the student. All staff members will avoid physical contact or interference with students clothing. Confiscation of any clothing should not leave any student only partly dressed.

Any item belonging to a student should be labelled and stored in a secure place. The school accepts no responsibility for lost or damaged items.

For some items, school will generally seek specialist advice, for example suspected illegal drugs and items which might be used as weapons.

In most cases, confiscation is a sufficient sanction and return of the item at the end of the school day is adequate time to reinforce the school rule. Should the family choose not to collect the item, it will be disposed of. Mobile phones will be returned to the parent after they have made an appointment to see the Year Leader at a time that is convenient to the Year Leader.

However, there are instances when school will choose not to return an item to a student:

- Any item of an unlawful or hazardous nature
- Any item of value which a student should not have brought to school, or has misused in some way may be retained for collection by a parent/carer at a time indicated by the school.

False Accusations

All allegations made by a student are taken seriously and investigated. If a student is found to have made a false accusation against a member of staff, the school will take this very seriously and will sanction the student as appropriate and could lead to an exclusion.

Fire alarm/disabled person refuge alarm

If the fire alarm is set off maliciously there will be a sanction of an external exclusion and students will be required to pay £365 plus VAT. This is the cost of the call out charge to the fire brigade.

If the Disabled Person Refuge button on stair landings is pressed this does not trigger the fire brigade but does lead to noise pollution and inconvenience. The button has to be reset by site staff. The student will be given a sanction of 1 day in the Internal Exclusion room.

ICT Access

All students should use ICT in the appropriate way. Misuse of ICT will result in the withdrawal of ICT access and other sanctions depending on the nature of the incident.

- Students must not access pornographic and inappropriate websites or print inappropriate / pornographic materials
- E mail/Websites/MLE (Frog) must not be misused to communicate in rude or threatening ways, for sending any inappropriate messages inside or outside of school or for social purposes.

Medical arrangements

Medical attention is available from the student reception. A note must be obtained from the teacher whose lesson is timetabled before a student leaves the classroom.

Medical appointments during the school day are discouraged. If the appointment is unavoidable then the student will be required to bring in the appointment letter/card. A green signing out slip will need to be obtained from student reception before school or during registration. The green slip will be signed by the appropriate Year Leader, Deputy Year Leader or a senior member of staff. Students must sign out at student reception prior to leaving school site and sign in on their return.

Mobile Phones/Cameras

Mobile phones can cause major disruption in schools and put students at risk

- Mobile phones are not allowed in school except for Sixth Form students who are only allowed to use them in the sixth form area.
- If a student is found to have a mobile phone in school it will be confiscated and only returned to a parent or carer at a time that is convenient to the Year Leader. A detention will be issued to the student.

Students must not use cameras or video cameras in a way that will impose on individual civil liberties or impinge on maintaining good behaviour and order or the good name of the school.

Reasonable Force

Members of staff have the legal power to use reasonable force in order to prevent students from hurting themselves, hurting others or causing damage to property.

Reasonable force can range from guiding a student to safety by the arm to more extreme circumstances such as breaking up a fight or restraining a student to prevent violence or injury to themselves or others.

Restraint means to hold back physically or to bring a student under control. It is used in more extreme circumstances for example when two students are fighting and refuse to separate without physical intervention.

Staff should always try to avoid acting in a manner which may cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Safeguarding

Safeguarding and child protection procedures are in place to provide a safe, secure and supportive environment for all students to learn. The designated lead is Ms Walsh. The safe guarding officers are Mrs Bhagat and Mrs Whitehead.

Searches

The school has the authority to search students or their belongings if members of staff believe a student is carrying items that could put them or others at risk.

The search will be carried out by two members of staff, one of which will be a member of the Leadership Team, Year Leader or Deputy Year Leader. This is for the protection of both student and staff. The search will be carried out by a member of the staff of the same gender as the student. Details of the search should be recorded on SIMs if something is found.

Students will be expected to co-operate with reasonable requests to search. Where a student refuses to co-operate then the member of staff will consider calling on the Safer Schools Police Officer to be present during the search.

Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction.

The school is not required to inform parents/carers before or after a search takes place or to seek their consent to search their child. Where items are found however, the student's parents/carers will be contacted where what is found constitutes a significant breach of the school rules, and especially where a banned item is found.

Dormers Wells High School reserves the right to involve the police in cases where student actions would be considered illegal (in and out of school) or where there is a serious health and safety risk.

Screening

At various times, screening does take place. Students will be required to undergo random screening by a hand-held metal detector (wand) even if they do not suspect them of having a weapon and without the consent of the students. This will be facilitated by the Safer Schools Police Service.

The school's statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

Smoking

The school is a non smoking site. Smoking is not allowed on or near the school premises.

The Behaviour for Learning and Inclusion Policy was reviewed with the Behaviour Working Party, Year Leaders and members of the Leadership Team on 16th June 2016.

Reviews and Operation of this Policy

The Governors have overall responsibility for the operation of this policy and it will be reviewed annually.

Signed: _____ Date: _____

Chair of Governors: Saynap Isman

Signed: _____ Date: _____

Headteacher: Róisín Walsh

Dormers Wells 9 Home School Agreement

	Students	School	Parents/Carers
Dormers Wells High School	I will be an ambassador for my school at all times, embracing its values and abiding by the rules. I will wear the DWHS uniform with pride.	We will develop our students' abilities and talents and care for their safety and well-being. We will prepare them for lifelong learning.	I will support my child's education by ensuring he/she is in school on time, equipped and ready to learn. I will respect the values and rules of the school.
High Expectations	I will have high expectations of myself and always produce work to the very best of my ability.	We will be aspirational for our students, setting them high but realistic targets to ensure they excel.	I will actively support my child in achieving his/her goals.
Active behaviour for learning	I will be an active and reflective learner. I will engage with my learning and participate actively in lessons.	We will support our students' learning journey ensuring an interactive learning environment conducive to success.	I will ensure my child is an active participant in learning particularly in the completion of home learning.
High levels of literacy	I will present all my work to the highest standard using Standard English. I will always carry my current reading book.	Literacy will be embedded in a literacy rich environment with modelling, marking feedback and timely interventions.	I will encourage my child to speak and write Standard English. He/she will read every day for at least 20 minutes.
A positive growth mindset	I know I will improve through effort and practice and that making mistakes is an essential part of the learning process.	We know that intelligence is not fixed and can be developed; we will reward students for effort and praise perseverance.	I will ensure that I praise my child for his/her effort and perseverance rather than just his/her natural ability.
Well planned learning outcomes	I will take ownership of my learning ensuring that I am aware of what I need to do and learn in every lesson.	We will make lesson outcomes clear. We will chunk, check and reshape learning to ensure progress.	I will discuss my child's learning with him/her and endeavour to extend his/her learning opportunities.
High levels of challenge	I will be a resilient learner and will seek to improve continually. I will challenge myself and do independent study.	We will ensure our students are always challenged to achieve their best and offer them opportunities to excel.	I will encourage my child to push the boundaries and work towards achieving the best possible grades.
Effective questioning	I will respond to questioning and ensure that I ask for clarification when needed. I will be an inquisitive learner.	We will check understanding through rigorous questioning and encourage our students to question us.	I will discuss my child's learning with him/her and encourage him/her to seek clarification when required.
Quality feedback	I will review and respond to my marked work. I will discuss my learning and participate in learning conversations.	We will mark and assess students work in a timely manner and will be responsive to their learning needs.	I will discuss my child's learning with him/her and raise any concerns about his/her progress with the school.
Data to drive learning	I will be aware of my levels and grades in all subjects and will work with my teachers to move to the next stage.	We will report regularly on students' performance and give clear guidance on how they can make further progress.	I will attend parents' evenings and discuss my child's learning with him/her and will be aware of next steps.
Signature			

APPENDIX B

Exclusions

Under the most recent guidance on exclusion from the DfE June 2012.

Schools should only exclude:

1. In response to a serious breach of the schools behaviour policy, and
2. If allowing the student to remain in school would seriously harm the education or welfare of the students in the school.

Only the Head teacher or the most senior teacher acting in that role can exclude a student.

The decision to exclude should not be made in the heat of the moment unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding to exclude a student permanently or for a fixed period the Head teacher will:

- a) Ensure that an appropriate investigation has been carried out.
- b) Allow the student to give his or her version of events.
- c) Consider all the evidence available to support the allegations, taking into account the school's behaviour and equal opportunities policy and where applicable the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended.
- d) Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment.
- e) If necessary consult with others, but not anyone who will have a role in reviewing the Head teacher's decision, for example a member of the governors' disciplinary panel.

If the Head teacher is satisfied, on the balance of probabilities that the student did what was alleged to have happened, the head teacher may exclude the student.

Fixed Term Exclusion

Fixed term exclusions can run from 1 – 45 days but must exceed 45 days in a school year.

When deciding upon the duration of the exclusion the Head teacher will consider the following factors in relation to the behaviour:

- The age and state of the student
- The student's previous record at that school
- Any particular circumstances unique to the student which might sensibly be taken into account in connection with the behaviour, e.g. strained or traumatic domestic situations
- The extent to which parental, peer or other pressure may have contributed to the behaviour
- The degree of severity of the behaviour, the frequency of its occurrence and the likelihood of it recurring
- Whether or not the behaviour impaired or will impair the normal functioning of the student or other students in the school
- Whether or not the behaviour occurred on school premises or when the student was otherwise in the charge of school staff, or when the student was on the way to or from school. An important consideration in cases of doubt is the extent to which behaviour away from the school had a serious impact on the life of the school
- The degree to which the behaviour was a violation of one or more rules contained in the school's policy on behaviour, and the relative importance of the rule(s)
- Whether the incident was perpetrated by the student on his or her own or as part of a group (using one student as a scapegoat should always be avoided) and
- Whether consideration has been given to seeking the support of other agencies, such as the education welfare service or educational psychology service.

Extract from DfE guidelines.

For a fixed term exclusion of 5 days or less in a term if the parent/carer submits representations, the Governors must consider them. Governors can agree to a meeting if the parent/carer wants to meet but no meeting is required.

For a fixed term exclusion of 6-15 days in a term if the parent/carer requests a meeting the Governors should then meet to consider representations between the 6th and 50th school day after receiving notice of the exclusion.

The school will arrange for a re-integration meeting with the Head teacher or in their absence a delegated member of the Leadership Team to discuss the incident/behaviour pattern before the student returns to the school. At this meeting the student attends in school uniform with a parent/carer to hear the reasons for the exclusion in detail. The arrangement for re-integration and further monitoring and support for the student are also discussed.

For a fixed term exclusion of 16 – 45 days a Governors Hearing is called. Again the student is required to attend the hearing in full school uniform with a parent/carer. At the hearing the school's case is put to a panel of Governors and the student and parent/carer have the opportunity to express their views. The Governors then decide whether to uphold the Head's decision to appeal and to make recommendations of further action required to monitor or support the student.

Permanent Exclusion

The decision to exclude a student permanently is a serious one and is usually the final step in a process of dealing with disciplinary incidents after a range of other strategies have been tried without success. The permanent exclusion is therefore an acknowledgement by the school that all available strategies have been exhausted.

There will however be exceptional circumstances where in the Head teacher's judgement, it is appropriate to exclude a student for 'a one off' or first offence.

These might include:

- serious actual or threatened violence towards another student or member of staff
- sexual assault or abuse.
- supplying an illegal drug.
- carrying an offensive weapon.

These instances are not exhaustive but indicative of the severity of the incident and the impact on the well being and order of the school community.

In cases where the Head teacher has permanently excluded a student a governors appeal committee will hear representations from the parents/carers of the excluded child as well as hearing the reason for the Head teacher reaching the decision to permanently exclude. After listening to the representatives from both sides they will then consider the case and decide whether to uphold the Head teacher's decision or reinstate the student.

Managed Move



PROTOCOL FOR SCHOOL TO SCHOOL MANAGED MOVES

DfE guidance recommends that head teachers consider a managed move as one of a number of alternatives in response to a serious breach of the school's behaviour policy and suggests that schools within an area have a protocol in place.

Managed moves should only be carried out with the full knowledge and co-operation of all parties, including the parents and the Local Authority [LA], and in circumstances where it is in the best interests of the pupil concerned and the school community as a whole.

It is acknowledged that there will still be permanent exclusions and that schools will be approached outside of this process to accept pupils via the SEN team and the Fair Access Protocol. Data on Fair Access Panel referrals will continue to be circulated to all high school head teachers on a fortnightly basis along with data on managed moves so that head teachers can have regard to that when making decisions about managed moves.

The protocol does not seek to put head teachers under any pressure to accept a pupil if they consider that a managed move is not in the interests of that pupil or of others in the school community if the school does not have the capacity to support them. Equally, a head teacher should not feel under any pressure to attempt a managed move save that it is good practice to consider alternatives in response to serious breaches of the behaviour policy, unless they feel it is in the best interests of all parties.

In all managed moves a clear rationale must be established for an improvement in the behaviour of the student at the receiving school.

A managed move may be considered:

- If the pupil has a history of challenging behaviour and other support strategies have not been successful / if there has been a 'one off' incident which means the pupil would benefit from a fresh start but which would not lead to permanent exclusion in the absence of a school to school move.
- If the relationship between the pupil and the school / school community has broken down to an irrevocable degree.

The decision:

Only the head teacher should decide that a managed move to another school is an appropriate response. Once that decision is reached and the potential receiving school has been approached, the head teacher should notify the Behaviour & Inclusion Service, Principal Exclusion Officer and Behaviour Consultant.

Next steps:

If the receiving school gives a positive response then the 'home' school should approach the parents of the pupil for their written agreement and send a copy of that letter to the LA's Principal Exclusion Officer.

Once parental agreement has been secured the head teacher or his or her representative should formally approach the head teacher of the 'receiving' school. Relevant details of the pupil's history

should be revealed and no attempt made to minimise the nature and extent of the challenge the pupil may represent. Correspondence should be copied to the LA's Principal Exclusion Officer along with the notification form and any other relevant documentation.

If the head teacher of the receiving school is in a position to accept the pupil, a meeting should be arranged and the pupil, his/her parent(s), relevant staff from each school and a representative from the Behaviour & Inclusion Service should attend.

The purpose of the meeting should be to:

- Underline the receiving school's expectations in terms of behaviour.
- Detail the support to be put in place for the pupil.
- Agree practical arrangements such as start date, tutor group, timetable, travel arrangements and uniform.
- Agree dates of the fortnightly reviews.
- Detail the outcome should the managed move not be successful.

Trial period:

All managed moves will start on a trial basis. Ideally the trial period will be a complete half-term (6 weeks) and will be reviewed on a fortnightly basis, the date of the final review will be the date on which the decision is made as to whether the move becomes permanent and that review must be within 12 weeks of the agreed start date. There should be no more than 4 weeks between planning a move and starting the new school. As the move is not as an alternative to permanent exclusion, the pupil is entitled to continue to attend the home school whilst arrangements are being made.

Pupils remain on-roll at the 'home' school during the trial period. The 'home' school should record the pupil as 'C' [current single registration]; the receiving school records the pupil as 'S' [subsidiary]. On the date agreed for permanent admission to the receiving school, the pupil will be removed from the register of the home school and admitted to the register of the receiving school where he/she will enjoy the same rights of tenure to a school place as any other pupil. Any remaining school records should be transferred to the receiving school within 2 weeks of the off-roll date.

If the trial period at the receiving school is unsuccessful the pupil will return to the home school.

Ongoing support:

During the trial period at the receiving school an appropriate member of staff from both the home and the receiving school will be jointly responsible for monitoring levels of support and for making the necessary referrals to support services, supported by the Behaviour & Inclusion Service Behaviour Consultant as appropriate.

The role of the Local Authority:

The role of the LA is to facilitate a proposed managed move, giving advice on best practice and helping schools liaise with relevant agencies. It is not the role of the LA to attempt to persuade either school to agree to a managed move. Where the head teacher decides a managed move is not in the best interests of the pupil, and the pupil is later permanently excluded (for another incident), the LA representative may ask at the governors review meeting, whether the head teacher had given any consideration to a managed move as an early intervention strategy. As part of this protocol the LA Exclusion Officer will keep a record of all managed moves between high schools in the area, to facilitate this we would ask schools to keep the LA Exclusion Officer informed of school to school managed moves.

Funding:

An established process already exists for the transfer of funds once a pupil is permanently excluded and later reintegrated to another mainstream school (AWPU / Money following excluded

pupils). When a pupil is subject to a managed move, funding will be transferred from the home school to the receiving school in the same way.

If a managed move becomes unsustainable during the trial period, the pupil will return to the home school.

Looked After Children:

As the corporate parent, the LA will see the rights of looked after children involved in managed moves as a priority. Where a school is considering a managed move for a looked after pupil, the LAC team must be consulted.