

# **BEHAVIOUR FOR LEARNING AND INCLUSION POLICY**

**Dormers Wells High School**

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

Ratified by Governors	July 2023
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SLT Responsible	Mrs D Kullar

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This school policy must also be read and used in conjunction with the following school policies that relate to student behaviour and safety:

- Anti-bullying policy
- Attendance and Punctuality policy
- Child Protection and Safeguarding policy
- E-Safety policy
- Equality policy
- School Uniform policy
- Special Educational Needs & Disability policy
- Vulnerable Children policy.

## **Aims**

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

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, benefit, and respect the 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 the expectation of our students to outline the rewards which students can strive to achieve, and clarifies the sanctions available to staff, the Head teacher, and the Governing Body.

This policy and its principles also apply to the Sixth Form who are subject to the same provisions including suspensions/permanent exclusion.

The exception is that Sixth Form students are allowed mobile phones and digital devices in the Sixth Form area and within learning areas for academic use with the permission of members of staff.

In addition to this policy, Sixth Form students will be expected to adhere to a separate Sixth Form Code of Behaviour and Expectations.

## **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.

The school firmly believes in developing students' values and virtues. Students are encouraged to model our school values in all that they do in lessons, around the school site, on school trips and sporting fixtures and in the local community.

The Dormers Wells High School values are:

- **Determination:** We never give up
- **Wisdom:** We respond to problems in a calm and balanced way
- **Honesty:** We are open and truthful to others and to ourselves
- **Service:** We contribute to our school and the wider community

In addition, we encourage our students to value: -

- 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

### **Behaviour Management at Dormers Wells High School**

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

All students and parents are requested to sign the school's Home School Agreement.

The Home School Agreement states that:

- Students – should be an ambassador for the school at all times, embracing its values and abiding by the rules. Students are asked to wear the DWHS uniform with pride.
- School – will develop our students' abilities and talents and care for their safety and well-being. We will prepare them for lifelong learning.
- Parents – 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.

Each section of the agreement addresses the Dormers Wells 9 sections.

### **High Expectations**

Students	School	Parents/Carers
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**

Students	School	Parents/Carers
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

<b>Students</b>	<b>School</b>	<b>Parents/Carers</b>
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

<b>Students</b>	<b>School</b>	<b>Parents/Carers</b>
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

<b>Students</b>	<b>School</b>	<b>Parents/Carers</b>
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

<b>Students</b>	<b>School</b>	<b>Parents/Carers</b>
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

<b>Students</b>	<b>School</b>	<b>Parents/Carers</b>
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

<b>Students</b>	<b>School</b>	<b>Parents/Carers</b>
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

<b>Students</b>	<b>School</b>	<b>Parents/Carers</b>
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.

### Student Code of Conduct

All students are expected to sign the school's Code of Conduct at admission to Dormers Wells High School. A copy of the Code of Conduct is also in their school diary.

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 with photo visible 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 and refrain from touching others.
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/transphobic and other discriminatory language is unacceptable and will lead to a severe sanction.
15. I understand that if I bring a knife or other weapon to school or I am in possession of a knife or another 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 my hairstyle and jewellery must comply in accordance with the uniform policy.
19. 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.
20. I understand that I must not breach the school's Behaviour for Learning and Inclusion Policy.

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

**Banned items:** chewing gum, fizzy drinks (including energy drinks), alcohol, tobacco, e-cigarettes, vapes, shisha pens, illegal drugs including edibles, matches, lighters, aerosols, pornographic material, smoking paraphernalia, mobile phone (unless in Sixth Form), Smart watches, iPod or other electronic devices, fireworks/bangers, stolen items, knives, blades, BB guns or other dangerous or valuable items.

**Student name:** .....

**Form:** .....

**Signature:** .....

**Date:** .....

Sixth Form Code of Conduct – see Appendix A

### **Uniform**

All students are expected to always wear their school uniform correctly. All students must 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.)

<b>Uniform</b>
Plain black coat (no lettering or patterns)
Black blazer with school and house badge
House lanyard
Black traditional school skirt of knee length or longer or Black traditional cut school trousers (full length)
White school shirt
Plain black V-neck traditional jumper (optional)
School tie
Plain black/white socks or tights (plain black/ neutral)
Plain black leather style shoes (laces should be black)
Plain black hijab, turban or patka (if worn)
<b>PE Kit</b>
Plain black shorts, leggings, or tracksuit trousers (no logos)
Dark blue polo T-shirt with school logo
Dark blue fleece with the school logo
Trainers
Swimming costume or swimming trunks (not long or baggy shorts)
Swimming hat
Sweatband to cover bracelets/kara

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. Large oversize scarves/shawls must not be worn.
- Hats/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 on school site
- Discrete make-up only
- Nail varnish is not permitted
- False nails are not permitted
- Only black hair accessories are permitted. Plastic headbands only
- No facial piercings (nose stud etc.) or visible tattoos
- Jewellery is not allowed except for one pair of small stud earrings and/or a watch and one visible religious token

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. The Kara should be no more than  $\frac{1}{2}$  cm in depth and width.

#### Hair

Students' hair and hair extensions should not be unnatural in colour. Tramlines and eyebrow slits are not permitted. Students not adhering to the rules will be expected to change their styles.

#### **Rewards**

Rewards play an important part in managing and encouraging good behaviour for learning. We wish to celebrate and reward students who exemplify our high expectations for learning in the school environment.

#### **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 should also be used.

### **Achievement Points**

These are awarded on SIMS. The criteria for awarding achievement points are:

- Outstanding effort
- Excellent class work or home learning
- Exceptional contribution to class discussions

### **House Points**

These are awarded on SIMS. The criteria for awarding house points are:

- Demonstrating good citizenship/character values
- House activity participation
- Other e.g., Leadership, school club attendance
- Careers activity engagement

### **House Awards**

The following are awarded at the end of term House Assemblies:

- Highest number of individual House/Achievement Points
- House Competition winners
- 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

### **Curriculum area and Pastoral Awards**

The following curriculum and pastoral commendations are awarded at the 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 YLs/DYLs)
- Excellent school attendance and punctuality (nominated by DYLs)

Points awards are:

50 Achievement + House points  
75 Achievement + House points  
100 Achievement + House points

Bronze Certificate  
Silver Certificate  
Gold Certificate

### **Headteacher's Excellence award**

Any member of staff can nominate a student for The Headteacher's Excellence Award. Students who receive this award sign the Headteacher's Excellence Book. The criteria for this award are:

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

### **Jack Petchey Award**

The Jack Petchey Award scheme is a national award scheme to award young people for a variety of different achievements. During the year students have nine opportunities to be nominated by staff and fellow students for a Jack Petchey Award. The winning students are invited to attend the regional award ceremony to celebrate their achievements.

### **Awards Evening**

Every year students are nominated for outstanding academic success across curriculum subjects and year groups as well as for outstanding contribution to the wider school community. The students and a parent/carers are invited to attend the annual Awards Evening where their success and commitment is acknowledged and rewarded. 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.

### **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.

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.**

Teaching staff are expected to greet their class at the doorway to the classroom. Students will be seated according to the teacher’s seating plan. Students are not permitted to leave the classroom without an exit card or a note from their teacher. At the end of the lesson the class will be dismissed by the teacher one row at a time.

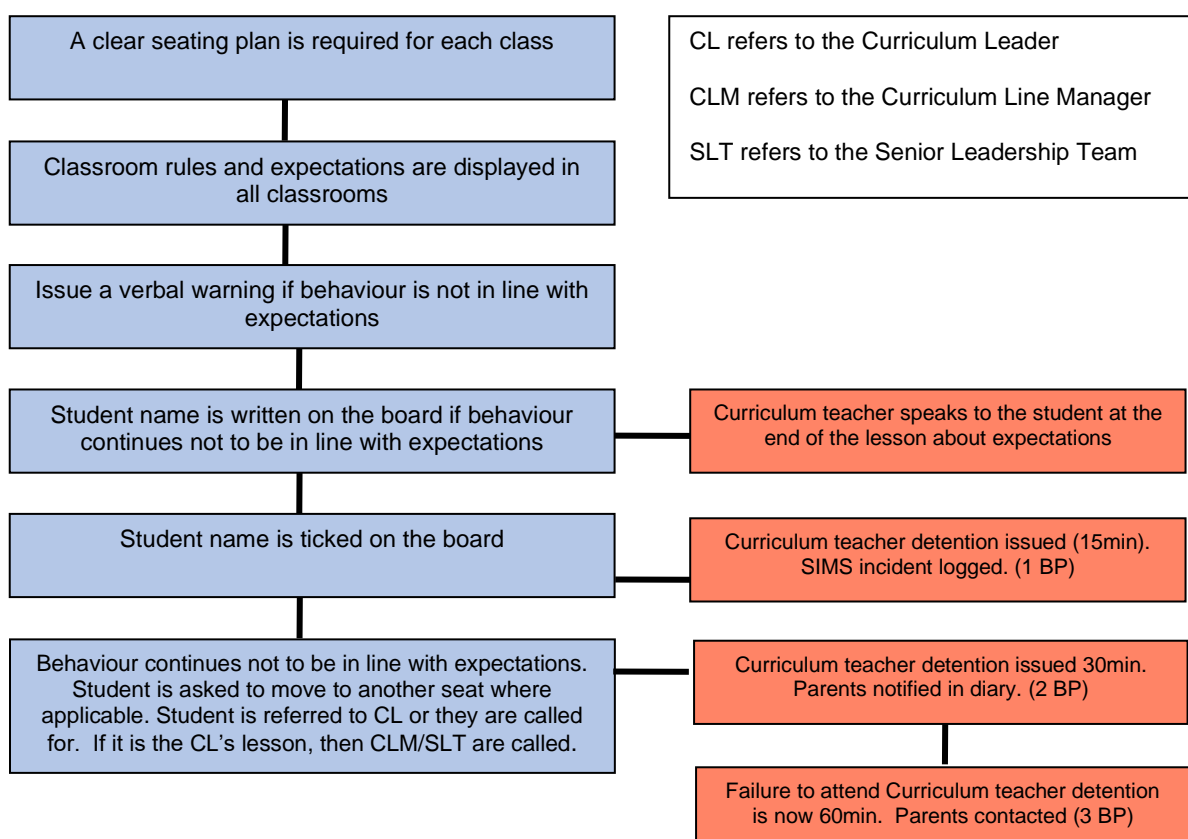
Any behaviour concerns in lesson times are followed up by the classroom teacher in the first instance followed by the Curriculum Leader unless it is a very serious breach of our Behaviour for Learning and Inclusion Policy and then it is referred to the Year Leader.

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

One behaviour point (1 BP) is added initially with the appropriate sanction when an incident is logged. This is updated depending on the follow up after the incident is logged.

## Classroom

### Classroom code of behaviour



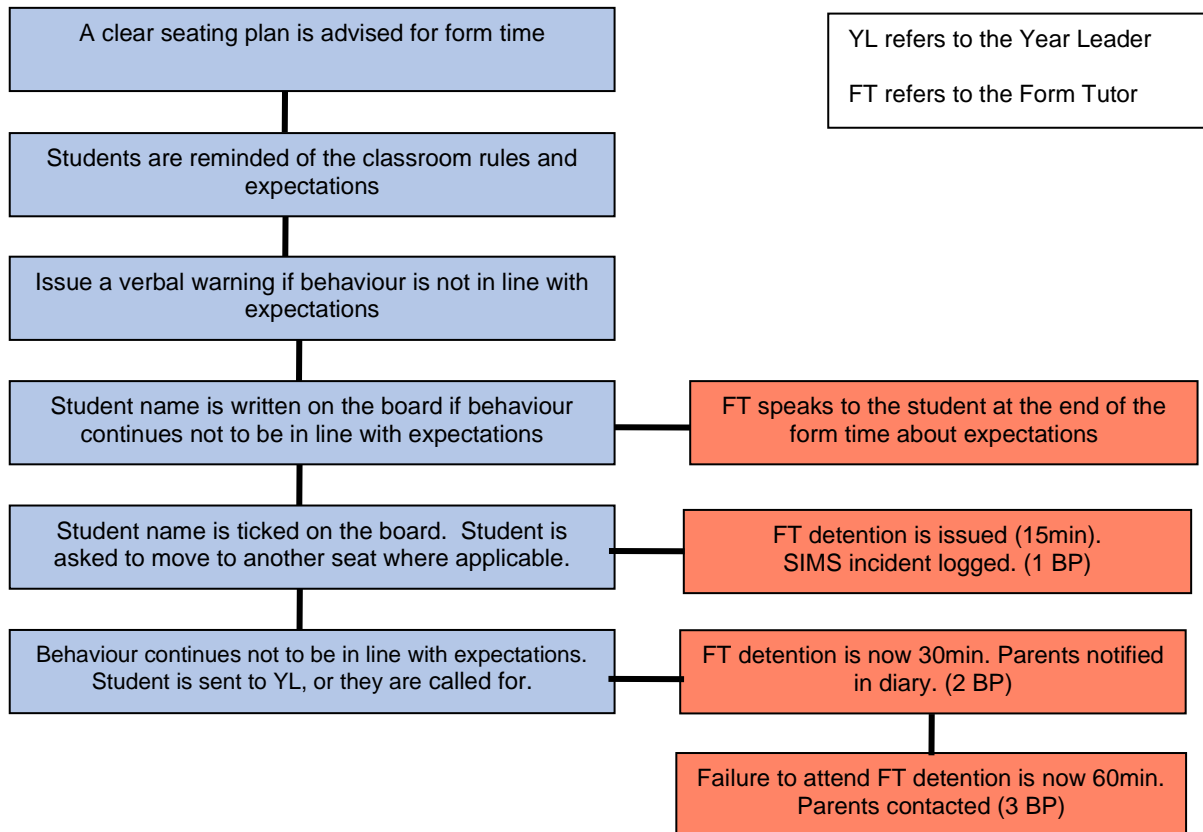
If a student is to be removed from the classroom and the CL is teaching, the student will be sent to them with another student.

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

There may be occasion where the nature of an incident means that the flowcharts is not followed in sequence.

In serious incidents for example fighting, or a student refusing to leave a room, a message should be sent to year leaders and SLT for removal.

## Form time

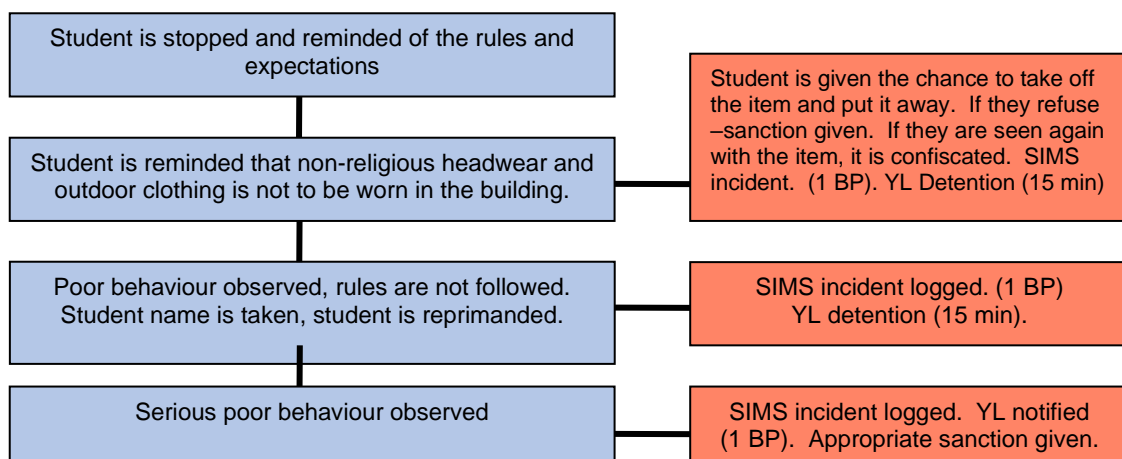


## Corridors/stairwells/around the school site

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 on the left-hand side of the corridor/stairwell.**
2. **Do not run inside the building.**
3. **Non-religious headwear and outdoor clothing must not be worn inside the building (Coats can be worn at the end of the school day).**
4. **Eating or drinking is allowed in the Dining Hall, Dining Hall Courtyard and outside of the school building.**
5. **Chewing gum is not permitted on the school premises.**
6. **Look after the environment, do not drop litter.**
7. **Open doors for staff and allow staff to go through first where possible.**
8. **Students are not to touch/hold one another.**



## **Interventions**

A range of interventions are applied by the Pastoral team, Curriculum areas and Inclusion team to support a student in changing negative behaviours and breaking down any barriers to their learning and achievement. Helping a student to understand the impact of their negative behaviour on themselves and others' learning can have a great impact in seeing a change in their day-to-day interactions in school and academic progress.

These may include some of the following:

- One to one meetings with a focus on academic and behaviour issues
- Report card
- Lunchtime/breaktime sanctions for a period of time, loss of privileges etc
- Student strategy meetings
- Parental meetings/contact
- Change of tutor group
- Pastoral agreements/PSPs
- Mentoring with older students
- Inclusion referral including workshop referrals for restorative justice, anger management, conflict resolution, counselling, CBT, external agencies, School safety officer intervention etc
- Community service
- Managed move
- Alternative provision
- Curriculum adjustments

Year Leader intervention detention is a sanction given when a student has gained 3 or more behaviour points in one week. This is a one-hour detention.

## **Sanctions**

**There are a range of sanctions that the school uses. It is important to note that the list below in the stages is not an exhaustive list of incidents that warrant sanctions at each stage but represent an example.**

Incidents that take place outside of lesson time should go straight to the Year Leader. A serious incident can jump stages of sanctions.

More serious incidents (e.g., fights, swearing at a member of staff, incidents of racism, homophobic / transphobic behaviour/language, sexual/sexist behaviour/language) that occur in the classroom may also bypass Curriculum Leaders (once they are informed) and go straight to Year Leaders.

Serious incidents are always thoroughly investigated with witness statements being taken independently. Students may be kept out of lessons while the investigation takes place, this will not be part of a sanction. 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. Students will be supervised whilst out of lessons.

Specific behaviours or persistent negative behaviours may also result in students losing the privilege of attending school trips or representing the school during sporting fixtures.

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

## **Stages of sanctions**

### **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

Lateness to school / Late to lesson (without a written explanation)

Eating/drinking in lessons

Lack of effort (classwork/home learning)

Lack of respect for peers and their property

Failure to follow teachers' instructions

Persistently failing to bring correct equipment

Littering  
Incorrect uniform  
Failure to attend curriculum teacher/form tutor detention  
**Stage 2** (Logged on SIMS, 30-minute detention, 2 BP)  
Persistently failing to follow stage 1 sanctions  
Persistent lack of effort (classwork/home learning)

**Stage 3** (Logged on SIMS, 60 min detention, 3 BP)  
Poor language (swearing, unpleasant comments) towards another student  
Persistent poor behaviour (following stage 2)  
Truancy of a lesson  
Unacceptable use of technologies and/or the internet (minor infringements)  
Having a mobile phone  
Persistent uniform issues

**Stage 4** (Logged on SIMS, 2-hour Headteacher's detention, 4 BP)  
Physical altercation outside the classroom  
Language which is deemed threatening  
Failure to attend Curriculum Leader or Year Leader sanctions (second time)  
Aggressive/threatening/intimidating behaviour  
Dangerous and unmanageable behaviour in the corridors/at lunchtime  
Rude and unmanageable behaviour  
Repeatedly bringing in a mobile phone

**Stage 5** (IE room, 5BPs for the incident)  
Persistently breaking the code of conduct (despite stage 4 sanctions and interventions)  
Failing/refusing to attend Headteacher's detention  
Inappropriate language towards a teacher  
Bullying (Verbal, Physical, Cyber, indirect)  
Racist/sexist/homophobic/transphobic and other discriminatory language  
Vandalism or wilful acts of damage to school property  
Physical aggression inside/outside the classroom  
Being in possession of smoking paraphernalia/vape in school/on school site  
Using a mobile device to take photographs/video in school/school related activity without permission  
Using a mobile device to take photographs/video showing the school community in a negative manner  
Cheating/plagiarising in an assessment, (this may also lead to being withdrawn from the exam)  
Defiant and unmanageable behaviour  
Inappropriate comments (sexual, etc)

**Stage 6** (Suspension, 6BPs for the incident)  
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  
Smoking/vaping 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  
Attempted theft/ theft from school/local community

**Stage 7** (Possible permanent exclusion)  
Involvement with weapons (any items made and/or adapted, for causing and/or intending to cause injury)  
Dealing, possession 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  
Any deliberate physical contact with a member of staff

Or any other incident that is considered to be an extremely serious breach of the Behaviour for Learning and Inclusion Policy.

### **Behaviour points and consequences**

<b>Points</b>	<b>Action</b>
10 BP	Discussion of incidents with Form tutor. Logged on SIMS as an initiative. Phone call to parents.
30 BP	Discussion with Form tutor logged on SIMS as an initiative. Form tutor contacts parents to notify them of specific concerns. Interventions put in place or reviewed after discussion with DYL, if appropriate.
40 BP	Form tutor and Deputy Year Leader meet with student. Logged on SIMS as an initiative. Parents notified. Report card to tutor for one week. Round Robin collected by DYL.
60 BP	Discussion with Deputy Year Leader (DYL) logged on SIMS as an initiative. Interventions reviewed after discussion with YL. Parents invited in to meet with DYL. Pastoral Agreement agreed and signed. Report card to DYL for two weeks.
90 BP	Discussion with Year Leader logged on SIMS as an initiative. Year Leader meets with parents to discuss specific concerns. Report card with YL for two weeks. Interventions reviewed by YL. Pupil Support Plan put in place.
120 BP	Student, family, Learning Mentor (if applicable) and YL attend a Senior Leadership panel. 1 day IE room. (no BPs accrued) Discussion logged on SIMS as an initiative. Interventions reviewed by SLT panel. Report card with Assistant Headteacher (AHT) for two weeks.
160 BP	Deputy Head meeting. IE room programme (integrated return to mainstream curriculum) (no BPs accrued) Discussion logged on SIMS as an initiative. Interventions reviewed by Deputy Head.
200 BP	Head Teacher meeting 2 days IE room (no BPs accrued) Discussion logged on SIMS as an initiative. Interventions reviewed.
220 BP	Governors meeting 3 days IE room (no BPs accrued) Discussion logged on SIMS as an initiative.

**Sixth Form variations are in place between 60 – 120 BPs.**

### **Detentions**

Detentions will be used in a productive manner. 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 (with a note) 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 **3** behaviour points 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 3 behaviour points. Failure to attend this will mean a rescheduled detention will be set with 1 behaviour point. Failure to attend this on the second occasion will be sanctioned with a Headteacher's Detention.

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 without parental consent. Any detentions longer than 30 minutes must have parental consent. It is the students' responsibility to make their own way to all detentions.

## **Report Cards**

Level	Duration	Action
Form Tutor	One week	Student placed on report card after gaining 40 BPs. Form Tutor will review the report card with the student. Form Tutor liaises with family.
Deputy Year Leader	Two weeks	Student placed on report card after gaining 60 BPs. Deputy Year Leader will review the report card with the student. Deputy Year Leader liaises with family.
Year Leader	Two weeks	Student placed on report card after gaining 80 BPs/serious incident. Year Leader will review the report card with the student. Year leader liaises with family.
SLT	Two weeks	Student placed on report card after gaining 120 BPs- AHT will review the report card with the student. AHT liaises with family.
Attendance & Punctuality	One week	Student placed on report card after concerns with attendance/punctuality. Deputy Year Leader will review the report card with the student. Deputy Year Leader liaises with family.

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 duration period depending on the level of report card.

## **Curriculum Report**

A student will be seen by a Curriculum Leader/Curriculum TLR holder following persistent incidents in the Curriculum Area. The Curriculum Leader/Curriculum TLR holder will place the student on a report card.

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

A student will fail their curriculum report card if they:

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

## **Suspensions (internal/external) and Permanent Exclusion**

### **Internal Exclusion Room (IE room)**

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

A Year Leader or member of the Leadership Team can internally exclude students. Staff will be informed via a morning email when students have been placed 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 (KS3 – Core subjects, KS4/5 – all subjects). Teachers can provide specific work for a student if they wish.

There should be no communication between students in the IE room. Students are to work in silence.

Students will be informed by their Year Leader if they are to be placed in the IE room. Parents/carers will be contacted 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. A sanction in the IE room can be for one or more days. This will be decided by the AHT and YL. A parental meeting will be arranged if the sanction is for more than one day.

8:50am	Students are met at reception by a member of staff. 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 IE room staff member.
1.35 – 2:15 pm	Students will be permitted to eat a packed lunch in the IE room. Students will be permitted to use the reception toilet by the IE room staff member.
3.15pm	Students will be escorted to student reception to leave school site.

Students who do not behave appropriately in the IE Room will have additional time in the IE room on the following day. Students are not permitted to bring juice, fizzy drinks, sweets, chocolates, biscuits, and crisps into the IE room.

### **Suspension (external)**

When a suspension is deemed necessary parent/carers will be notified of the school's decision to suspend 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 suspension. During this meeting, a reintegration form will be completed, and targets set.

### **Suspension: 1-5 days**

Suspension 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 suspension. The length of the suspension will reflect the nature of the offence and the student's previous record.

### **Suspension: over 5 days**

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

### **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.

### **Cumulative Suspension (Internal and External) and Formal Warning**

Action Stage	Suspensions (IE room inc)	Support
1	1 – 5 days	<ul style="list-style-type: none"> <li>Year Leader meets with parents/carers and student</li> <li>Pastoral Support Plan is agreed</li> <li>Report card with Deputy Year Leader for two weeks</li> <li>Discussed at Inclusion Strategy meeting.</li> </ul>
2	6 – 10 days	<ul style="list-style-type: none"> <li>Year Leader and AHT meets with parents/carers and student</li> <li>Pastoral Support Plan is reviewed.</li> <li>Report card with YL for two weeks</li> <li>Inclusion Lead and SENCo to review intervention referral</li> </ul>
3	11 – 15 days	<ul style="list-style-type: none"> <li>SLT panel will be set up (following details on pg. 10)</li> <li>Pastoral Support Plan is reviewed.</li> <li>Report card with AHT for two weeks</li> <li>Managed move offer discussed with parents/carers if appropriate</li> </ul>
4	15 days + 1 new FTE suspension	<ul style="list-style-type: none"> <li>DHT panel will be set up (following details on pg. 10)</li> <li>Pastoral Support Plan is reviewed</li> <li>Report card with DHT for two weeks</li> <li>Formal warning is issued by the DHT</li> <li>Managed move offer discussed with parents/carers.</li> </ul>
5	15 days + 2 FTE-new suspensions	<ul style="list-style-type: none"> <li>Deputy Head teacher (DHT) and Headteacher meet with parents/carers</li> <li>Permanent exclusion may be considered or decided by the Headteacher</li> </ul>

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

**Managed Move – School to School**

A managed move is considered in exceptional circumstances and requires the co-operation of the student, parent/carer, and the school. A managed move may be considered where:

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

School to school managed moves are on a trial basis of 6 -12 weeks in the first instance.

Once a school to school managed move has been discussed with and agreed by the parents, the home school makes a referral to the Managed Move Panel. The Panel reviews the case and if the move is approved, nominates a school for the student to move to. The home school and the receiving school arrange a meeting with the student and parent/carer to discuss and agree the terms of the trial period, agree a start date and the dates of review meetings to take place during the trial period.

If the student has a successful trial period, he/she will be placed fully on-roll at the receiving school and removed from roll at the home school. If the managed move breaks down during the trial period, the student will return to the care of the home school and the pastoral team will look at the next steps to support the student in making positive changes to their behaviour.

**Alternative Provision**

Alternative provision may be sought by the school for the specific needs of a student as a temporary measure to improve the student’s behaviour, particularly when a student is at risk of exclusion. Alternative provision will be used when other interventions have been unsuccessful or deemed inappropriate for the student. The student remains on roll at Dormers Wells High School during the placement at provision. Alternative provision placements will be reviewed regularly. Governors and the school do not need parental consent to direct a student off site under alternative provision.

**GENERAL INFORMATION**

**Attendance and Punctuality**

Please see the Attendance and Punctuality Policy.

Lateness to school sanctioned with a 15-minute detention at the end of the school day and 1 BP. Failure to attend this detention is a no notice 30-minute detention with the DYL. If a student does not attend this detention, they will be sanctioned with a Year Leader detention and 3BPs.

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 a suspension from school. Possession of a weapon, e.g., a knife, is likely to lead to permanent exclusion.

<b>Dangerous Items</b>	<b>Valuable Items</b>
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	iPod 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 Headteacher may take action (including suspension/permanent exclusion) if the conduct of identified Dormers Wells' students has led to the name of the school being brought into disrepute, or if the Headteacher feels that the wellbeing or safeguarding of the student body may be compromised by a student's behaviour outside of school.

### **Break time/ Lunch time arrangements**

- Students should not gather in large groups unless given permission.
- 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.

### **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 does not accept 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 or student, the school will take this very seriously and will sanction the student as appropriate and could lead to a suspension/permanent exclusion.

### **Fire alarm/disabled person refuge alarm**

If the fire alarm is set off maliciously there will be a sanction of a suspension 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/TEAMS 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.

### **Joint Enterprise**

If a group of students are behaving in an inappropriate manner inside or outside of school (of identified Dormers Wells' students), then a sanction may be applied to all members of the group including those on the periphery.

### **Medical arrangements**

First aid 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 safeguarding team is Mrs Bhagat, Ms Fleary, Mrs Kullar, Ms Laporte, Mr Jammu, Ms McKay, and Mrs Whitehead.

### **Searches and Screening**

The school has the authority to search students or their belongings if members of staff believe a student is carrying banned items outlined in our behaviour policy.

The DfE (Searching, Screening and Confiscation July 2022) state prohibited items to be:

- knives and weapons

- alcohol
- tobacco and cigarette papers
- illegal drugs
- fireworks
- pornographic images
- stolen items
- any article that a member of staff reasonably suspects has been or is likely to be used to cause an offence/personal injury/damage to property

A student will be informed as to the reason for the search and how and where the search will be conducted. The student will be given the opportunity to ask any questions.

A search for a banned item (listed in this policy)/prohibited item (DfE list) will be carried out if the student agrees to the search.

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 with a member of the staff of the same gender as the student. Details of the search should be recorded on FORMs.

A student's possessions will only be searched by a member of staff in the presence of the student.

School lockers/cupboards allocated to a student can be searched as per the agreement at allocation of the locker/cupboard space. The locker/cupboard space can be searched without student agreement if a member of staff believes that a banned/prohibited item could be present.

A metal detector may be used to assist with the search.

Students will be expected to co-operate with reasonable requests to search. Where a student refuses to co-operate then the student must be supervised and kept away from other students whilst further advice is sought. The parent will be contacted, and the Safer Schools Police Officer will be requested to attend.

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 will inform parents/carers of all searches.

Where banned/prohibited/dangerous items are found during the search the pastoral team or safeguarding team will be notified accordingly. The student's parents/carers will be contacted, and the student will be sanctioned according to this policy.

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.

At various times, screening take place on school site. Students will be required to undergo random screening by a hand-held metal detector (wand) even if they are not suspected 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 in relation the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

Where a screening session has been arranged with the Safer Schools Police Service, the Headteacher will inform parents/carers and students as to what the screening will involve and why it is being carried out.

If a student refuses to be screened, then the parent will be contacted, and the student will remain supervised until the parent/appropriate adult is present to continue the screening with the Safer Schools Police service.

Refusal to allow for the screening may warrant a sanction depending on the circumstances.

### **Sexual Misconduct**

Child on child sexual violence or harassment are not acceptable at Dormers Wells High School. This refers to in person and online harassment. Dormers Wells High School has a zero tolerance towards these

negative behaviours. Staff are trained to ensure that these negative behaviours are challenged when seen between students and reported to the safeguarding team via CPOMS. Students will be sanctioned in accordance with this policy and external agencies will be notified where appropriate.

**Smoking/vaping**

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

**Vandalism**

Damage caused to school property in a willful act of vandalism or as a result of poor behavior will be sanctioned and may incur a monetary fine to be charged to the student's parents/carer.

**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: Tan Afzal**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
**Headteacher: Róisín Walsh**

**Code of Conduct Sixth Form**

**As a student at Dormers Wells High School:**

1. I will wear my ID badge with photo visible at all times.
2. I will carry my school planner at all times.
3. I will follow the Sixth Form Dress Code
4. I will attend school and lessons punctually and comply with the attendance policy.
5. I will be properly equipped for my lessons
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, refraining from physical intimacy and touching others.
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/transphobic and other discriminatory language is unacceptable and will lead to a severe sanction.
15. I understand that if I bring a knife or other weapon to school or I am in possession of a knife or another 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.
18. I understand that my hairstyle and jewellery must comply in accordance with the Dress Code.
19. 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.
20. I understand that I must not breach the school's Behaviour for Learning and Inclusion Policy.

Banned items: chewing gum, alcohol, tobacco, e-cigarettes, vapes, shisha pens, illegal drugs including:

edibles, matches, lighters, aerosols, pornographic material, smoking paraphernalia, fireworks/bangers, stolen items, knives, blades, BB guns, other dangerous items or excessive amounts of money.

Student name: .....

Form: .....

Signature: .....

Date: .....

## APPENDIX B

### **Suspensions and Permanent Exclusion**

Under the most recent guidance on suspension from the DfE September 2022.

#### Suspensions

Suspensions can run from 1 – 45 days but must not exceed 45 days in a school year.

When deciding upon the duration of the suspension 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 suspension 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 suspension of 6-15 days in a term if the parent/carer requests a meeting the Governors should then meet to consider representations between the 6<sup>th</sup> and 50<sup>th</sup> school day after receiving notice of the suspension.

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 suspension in detail. The arrangement for re-integration and further monitoring and support for the student are also discussed.

For a suspension 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 Heads decision to appeal and to make recommendations of further action required to monitor or support the student.

#### Permanent Exclusion

Schools should only permanently exclude:

1. In response to a serious breach or persistent breaches of the school's 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 Headteacher or the most senior teacher acting in that role can exclude a student.

The decision to permanently 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 permanently exclude a student the Headteacher 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 Equality Act 2010.
- 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 permanently exclude the student.

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 wellbeing and order of the school community.

In cases where the Head teacher has permanently excluded a student a governor's 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.