

BEHAVIOUR FOR LEARNING AND INCLUSION POLICY

Dormers Wells High School

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

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| Ratified by Governors | July 2020 |
| Review Date | June 2021 |
| 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 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 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 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.

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. 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

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 Form students 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 act as good role models and follow the school Behaviour for Learning and Inclusion Policy by making sure students are treated fairly and calmly, with respect.

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 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 an other 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, shisha pens, illegal drugs, matches, lighters, aerosols, pornographic material, smoking paraphernalia, mobile phone (unless in Sixth Form), Smart watches, 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 (full length) | 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 (no logos) | Plain black shorts, leggings or tracksuit trousers (no logos) |
| 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. Large oversize scarves/shawls must not be worn.
- 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
- Only black hair accessories are permitted
- No facial piercings 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 be natural in colour. Tramlines are not permitted. Students not adhering to the rules will be expected to have their styles changed.

Rewards

Rewards play an 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 should also be used.

Achievement Points

Achievement points are awarded through registers on SIMS. The criteria for awarding achievement points are:

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

House Points

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

- Demonstrating good citizenship
- House activity participation
- Other e.g. Leadership
- Careers activity engagement

House points awards are:

50 house points

75 house points

100 house points

Bronze House Certificate

Silver House Certificate

Gold House Certificate and House badge

House Awards

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

- Highest number of individual House Points
- Best attendance at Breakfast Club
- House Competition winners
- Positive contributions to Houses
- 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)

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 and has been developed 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 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 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.

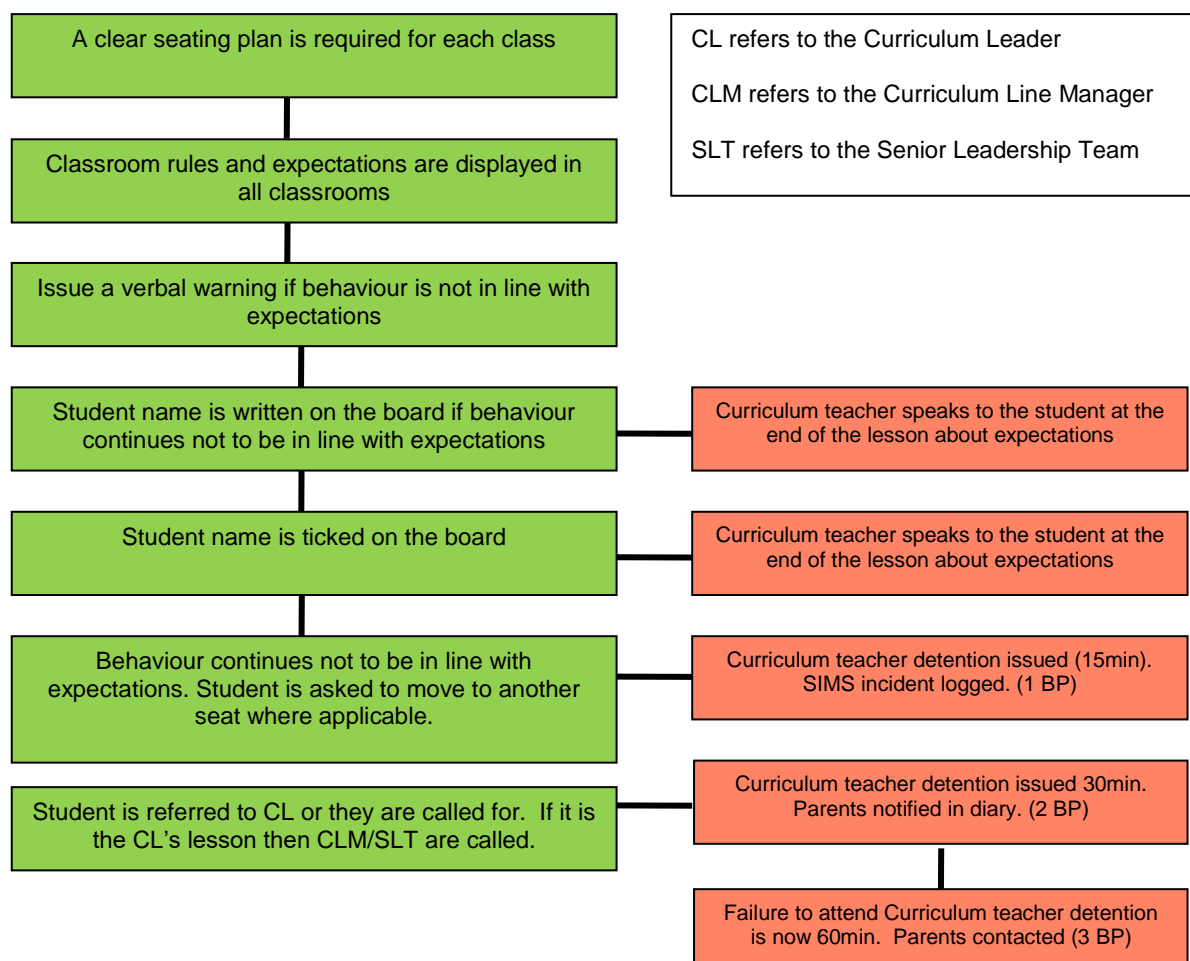
- **Arrive on time properly equipped**
- **Follow the teacher's instructions the first time.**
- **Be respectful to staff and other students.**
- **Be an active and reflective learner.**
- **Share your thoughts and opinions and listen to those of your peers.**

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

One behaviour point (1 BP) is added with the appropriate sanction when an incident is logged.

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.

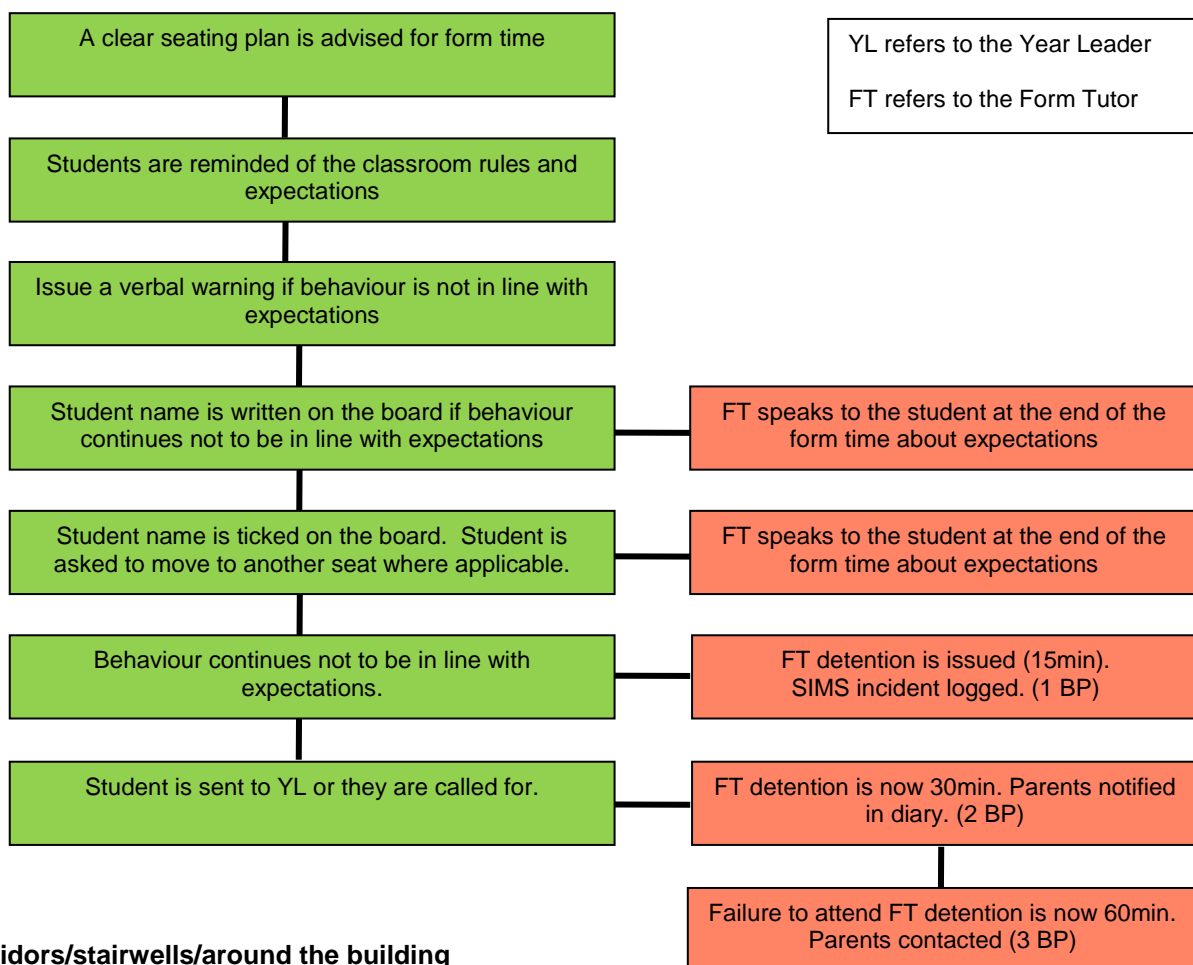
Classroom code of behaviour



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

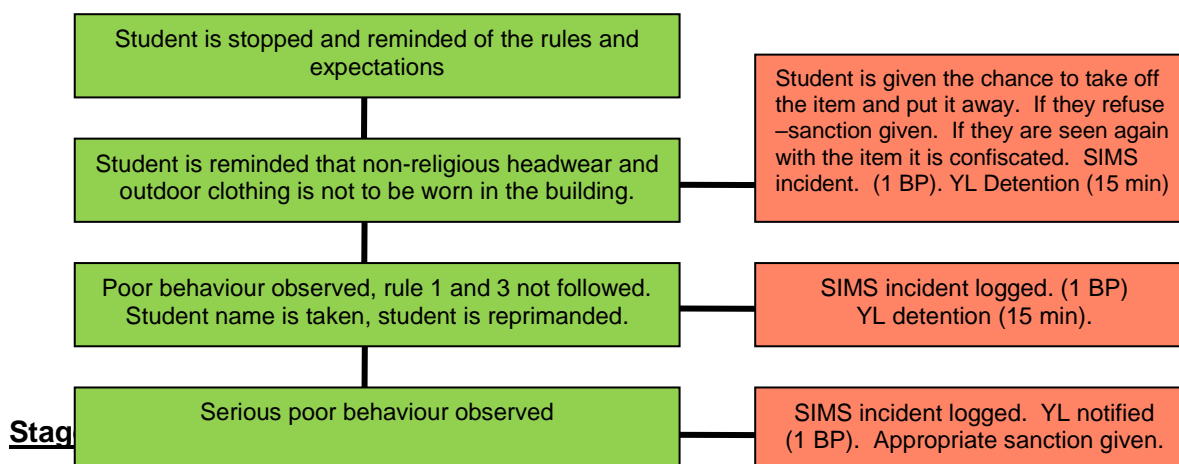


Corridors/stairwells/around the building

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 (Coats can be worn at the end of the school day).**
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.**



Stage

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
Lateness to school / Late to lesson (without a written explanation)
Eating/drinking in lessons
Insufficient home learning
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
Failure to contribute to group work
Littering
Incorrect uniform

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

Persistently failing to follow stage 1 sanctions

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 curriculum teacher/form tutor detention
Truancy of a lesson
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 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
Persistent uniform issues
Repeatedly bringing in a mobile phone

Stage 5 and 6 will be given 5 BPs (in total) for the incident including the sanction

Stage 5 **(IE room)**

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 in school/smoking on school site
Refusing to handover a mobile phone
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
Inappropriate comments (sexual, etc)

Stage 6 **(FTE)**

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

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

Interventions

A range of interventions are applied by the Year Leader, pastoral team and curriculum areas to support a student in changing any negative behaviour 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
- Student strategy meetings
- Parental meetings/contact
- Change of tutor group
- Pastoral agreements/PSPs
- Mentoring with older students
- Connexions meeting
- Inclusion referral
- Workshop referral for restorative justice, conflict resolution etc
- Community service
- Loss of privileges

Behaviour points and consequences

| Points | Action |
|--------|--|
| 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 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 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/punctualtiy. 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 two week period.

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 | 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. |

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 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.

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 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.

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. There should be no communication between students in the IE room.

| | |
|------------------|---|
| 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. |
| 3.30pm | 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.

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. During this meeting, a reintegration form will be completed and targets set.

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

A managed move is considered in exceptional circumstances and requires the co-operation of the student, parent/carers 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/carers 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

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 • Report card with YL for two weeks |
| 2 | 6 – 10 days | <ul style="list-style-type: none"> • SLT panel will be set up (following details on pg 10) • Pastoral Support Plan is reviewed. • Report card with AHT for two weeks • Assigned a learning mentor if appropriate |
| Action Stage | Fixed Term Exclusion | Support |
| 3 | 11 – 15 days | <ul style="list-style-type: none"> • DH panel will be set up (following details on pg 10) • Pastoral Support Plan is reviewed • Report card with AH T for two weeks • Managed move offer discussed with parents/carers if appropriate |
| 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 and 1 BP. 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 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 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 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.

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 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 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.

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

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 safeguarding team is Mrs Bhagat, Mrs Kullar, Ms Laporte 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.

Vandalism

Damage caused to school property in a willful act of vandalism 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

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 September 2017.

Schools should only exclude:

1. In response to a serious breach or persistent breaches 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 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 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 Heads 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.

Behaviour policy Addendum in reference to Covid-19

Students must follow all the health and safety rules covered in student induction.

Students cannot be on school site unsupervised. MUGA and outdoor facilities are not available before and after school.

Students must remove plastic gloves and face masks (if worn) as they enter the school site.

Students must clean their hands on arrival into the school building using the hand sanitisers.

Students must observe good hygiene.

Movement around school

Students are to remain within their designated zones at all times unless directed otherwise by a member of staff.

Students need to ensure that instructions about entering and exiting the classroom are followed carefully.

Students are to follow the set routes for their year groups that have been put into place around the school site.

Students must maintain social distancing rules as they move around the school site.

Students must not make physical contact with each other.

Students must not enter areas around school, which have been marked as out of bounds.

Breaks and Lunchtimes

Staggered breaktimes and lunchtimes procedures are to be followed.

Students must clean their hands before and after eating.

Students must sit at designated tables in the Dining Hall.

Students must maintain social distancing rules as they move around the Dining Hall.

Students must not share any food or drinks.

Toilets

Students are to use toilets designated to their year group at all times.

Equipment

Students must have their own equipment and stationery. No equipment and stationery is to be shared.

Conduct

Students must not cough/spit on the floor or towards another person. This will be sanctioned as Stage 3 of our policy.

Any unsafe behaviour during a partial closure (including not following instructions for social distancing) will be sanctioned as a breach of our policy.

Any inappropriate or disrespectful behaviour exhibited during remote learning will be sanctioned as a breach of our policy.