



## **Durrington High School Behaviour Policy**

### **Aim**

The governing body's aim is that every student seeks to "go beyond their best" when part of the community within Durrington Multi Academy Trust. This policy outlines how we aim to create:

- a consistent and positive learning environment where outstanding teaching & learning takes place; this being based on a shared sense of personal responsibility and accountability by all,
- a learning community that is free from bullying and where staff & students alike feel safe, supported, respected and are happy to work sharing an understanding of the expectations of each other,
- a wider community where governors, parents/carers and other relevant stakeholders are supportive of the school, share our expectations, understand school systems and engage willingly with us to support the success of the individual student, and
- a learning community where success is celebrated, positive contributions are recognised and as a result of all of the above behaviour is exemplary.

### **Our expectations**

All stakeholders (parents/carers, staff, other students, and governors) have a responsibility to support individual students in consistently achieving good or better behaviour. The school will be as consistent as possible in managing any situations where an individual's behaviour has not met the basic expectations of the school (outlined below). Within this we will take account any reasonable adjustments if a student has a professionally/clinically diagnosed (and clearly linked by the specialist to behaviour) special educational need and/or disability. We will involve parents/carers (when considered necessary) in dealing with behavioural issues and when issuing sanctions, in return expecting their support. Sanctions are issued by staff/the school to student in response to them not meeting our well defined expectations. Sanctions are non-negotiable; however the school is always willing to explain why the sanction has been issued.

A consistent approach to behaviour management is achieved through staff and students agreeing by becoming part of our learning community to actively support and follow the Durrington High School Code of Conduct/basic expectations we have for all students. All students are expected to show respect for one another and adults within the school and local community through:

- treating others in the way you would like to be treated.
- being polite and using language which will not offend.
- cooperating at the first time of asking with all instructions/requests from adults
- moving around the school in a calm and controlled manner.
- avoiding bringing any item into school that has the potential to cause harm or create a risk to other students or to staff
- being helpful when someone is in difficulty.

- arriving at all form times & lessons with all the correct equipment (pens, pencils, ruler, calculator, paperback) therefore demonstrating their readiness to learn.
- being on time, to every registration and all lessons
- dressing smartly in the correct school uniform at all times including complying fully with the school expectations in terms of makeup, jewellery and hair styles/colours (further specific information in relation to this is published in the student planner, classrooms and on the school website).
- making it as easy as possible, in class, for every student to learn and for the teacher to teach.
- avoiding behaviour/actions that bring the school into disrepute, defamatory or inciting towards another student or member of staff (on or off line). This relates to both on and off the school site.

Where basic expectations are not met time is taken away from our core business and learning of other students can be disrupted.

**Show respect for the school environment / school as a whole by:**

- Helping to keep the school clean and tidy and caring for the environment.
- Looking after school property and other people’s property as if it were our own.
- Not smoking on or around the school site, associating with smokers, or bringing any smoking materials or banned items into school.
- Not being present or going into the defined out-of-bounds areas at any time
- Behaving in a sensible and respectful way when travelling to and from school, around the school site and when representing the school or taking part in school trips. This includes not moving around the site as part of large groups or being disruptive in any way to the smooth running of the school.

The guidelines and established routines that underpin the code of conduct/outstanding learning are identified in the student & staff planners under the following headings:

Student planner	Staff planner
<ul style="list-style-type: none"> <li>• What to do if</li> <li>• Ready to learn minimum requirements</li> <li>• Code of conduct</li> <li>• Specific reminders</li> <li>• Punctuality and Attendance</li> <li>• Rewards and sanctions</li> <li>• School uniform</li> <li>• Out of hours learning</li> <li>• Be an outstanding learner</li> <li>• Planning for tests and examinations</li> <li>• Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Statutory duties</li> <li>• Behaviour management (whole school response to disruptive/poor behaviour in lessons)</li> <li>• Code of conduct</li> <li>• Rewards and sanctions</li> <li>• Detentions</li> <li>• Longstop procedures for duty staff</li> <li>• Uniform &amp; Equipment expectations of all</li> <li>• The role of the form tutor</li> <li>• Physical contact and restraint</li> <li>• Hate incidents</li> <li>• The MOT and LSU support areas</li> </ul>

It is an expectation that parents/carers are actively involved and support all student praise and/or sanctions.

## **Bullying**

### **Definition:**

*“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet or name calling), and is often motivated by prejudice against a particular groups/person, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences”*

(Source DFE guidance Oct 2014)

Durrington High School will not tolerate any form of bullying and actively seeks to prevent bullying from occurring through the education of students and also through the building of strong student:student and student:staff relationships.

In particular Social and Moral Education (SME) within all students' timetables leads on raising awareness and educating students about bullying. This alongside daily interaction with form tutors and regular assemblies convey to students what they should do if they were to become a victim of bullying/witness bullying occurring.

### **Strategies to address bullying**

The school has many strategies and skilled staff that will help address any bullying related concerns that are raised. In addition to staff we have Peer mentors (student leaders) who work to support their peers in this area.

The approach taken to resolving bullying issues will depend on the nature of the bullying, case history and individuals involved. It may in the most serious of cases; result in the school engaging the support of an outside agency such as the police. However it should be noted that once reported bullying issues are usually effectively resolved. The school can only act when we are made aware of any concerns.

Please see Appendix B for more detailed information.

### **Leadership of behaviour/student support**

Behaviour is led at both a strategic and operational level by one of the deputy headteachers. Day-to-day student behaviour is managed and support by staff in the company teams and classroom teachers who, in turn, are supported by a range of other specialist non-teaching members of staff.

The school has, and uses, a range of tiered student support (both within and outside of lessons) to help successfully engage all students in their learning and with our school community. Support is targeted where a specific concern(s) are identified with an individual's behaviour; the aim of this being to help the individual student to improve their behaviour/meet the school's basic expectations as quickly as possible. The type of support provided takes into account any evidenced SEN/D needs the student may have.

At the most intensive level the school has a Learning Support Unit from which targeted behavioural improvement work is coordinated. Access to this provision is at the discretion of the school and dependent upon the identified individual needs of the student and capacity at the time of referral.

Staff are regularly trained and supported regularly in developing further their behaviour management skills.

Where an individual student's needs are judged/evidenced to be complex or where there is a specific and agreed request from the parent/carer (and it is judged to be reasonable to do so), the school will seek support from outside agencies/ professionals to help improve specific areas of a student's behaviour.

## **Transition**

The school will be proactive in identifying and working with students with identified behavioural needs as they first join the school. Strategies may include pre-admission visits, behaviour profiling and meetings with current middle school staff, parental meetings and / or Team around the child meetings to ensure that expectations and provision of support are as clear as possible. The school firmly believes in transition being a "fresh start" for all students but also knows that the earlier support is enacted, the greater the chance of success.

## **Rewards and Sanctions**

Rewards and positive consequences (for example praise cards, phone calls home, reward trips, awards in assemblies) are used to support students who consistently achieve and exceed school expectations.

Where a student chooses not to follow the school's basic expectations, structured sanctions will be issued. These may or may not include\*

- Verbal reprimands
- Detentions after school (from 5 minutes to 2 hours),
- Confiscation of items from students
- Banning of students from school trips/activities/events
- Social time (breaks and lunchtimes) isolations,
- Isolation from lessons,
- Internal exclusions within school,
- External exclusion
- Directed alternative provision arrangements for individual student's off site
- Permanent exclusion

\*list not exhaustive

The issuing of a sanction will always focus on the behaviour of the individual and take into account any contextual information (for example the students history of behaviour / circumstances at the time of the incident and/or any professionally diagnosed and specifically linked to behaviour SEN/D needs). A member of staff will contact the parent/carer to convey any sanction/action the school will be taking once facts have been established (after the incident occurred) and may do this via telephone, email, face to face meeting or letter.

The school will not accept repeated patterns of students breaking school rules including defiance, disruption to learning or rudeness to staff as these prevent the student concerned from learning to their full potential and also stop other students from making progress / teachers teaching. It is normal for

sanctions to be increased for repeated behaviour where, despite additional guidance, support and sanctions, a student chooses to repeat the same disruptive/defiant or rude behaviour.

In the case of the most serious behaviour incidents the headteacher may choose to issue an interim external exclusion. The purpose of this is to allow time for the headteacher to make a considered decision on the sanction for the incident(s); in these cases it is possible the final decision will be permanent exclusion.

Parental consent and/or 24 hours of notice of detentions are non-statutory (Behaviour and discipline in schools July 2013). However, when detentions are set outside of the normal school day and where practically possible the school will endeavour give notification to parents/carers. Notification will normally be made by one of the following: phone call, email, letter or detention slip (the latter being handed directly to the student who is expected to pass this on to the parent/carer).

The school has and may, dependent on the context of the incident, use the right to sanction students for behaviour that occurs outside of normal school hours, when students are off the school site e.g. on a trip/outing (Behaviour and discipline in schools July 2013).

Systems are in place that monitor the consistent use of sanctions and evaluate the impact of sanctions on improving pupil behaviour and progress.

### **Malicious allegations/threatening behaviour directed at staff**

The school takes very seriously and will not accept any:

- a) Behaviour by a student/students that is perceived to be intimidating/threatening and directed towards a member(s) of staff, or
- b) Malicious accusations being made against a member/members of staff.

Any student found to be involved in either of these behaviours will face serious sanctions.

### **Use of reasonable force**

All school staff have a legal power to use reasonable force. Reasonable force can be used to prevent students from:

- hurting themselves or others,
- damaging property, or
- causing disorder in or around the school.

Any use of force by a member of staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the Department for Education guidance Use of reasonable force 2013, for control or restraint.

## Screening Searching and confiscation

The headteacher, and staff authorised by her, have a statutory power to search a student(s) or their possessions, without consent, where they have reasonable grounds for suspecting that a student(s) may have a prohibited item (see list below) or any other item that staff could reasonably suspect could be used to either commit an offence or has the potential to cause personal injury to any other person including the student themselves. Examples\* include:

- Knives or weapons,
- Alcohol,
- Illegal drugs,
- Stolen items,
- Tobacco and cigarette papers,
- Fireworks, and
- Pornographic images

\* List not exhaustive

The school also bans any item that the staff reasonably suspect has been or is likely/could be used to commit an offence, or cause personal injury to or harm another person, damage to property or disrupt the learning environment of the school. Such items include\*

- BB guns & catapults
- Any form of legal high
- Laser pens
- Hi caffeine/energy drinks
- Aerosols
- Lighters/matches or similar

(\*list not exhaustive)

It is the school policy to involve the police when drugs, weapons or any other illegal items are found. In the case of all drug/weapon related incidents or any other incident when the law is broken it is normal for the head teacher to consider permanent exclusion as an option.

## Confiscation

The school has the statutory power to retain, dispose of or return to parents/carers any items that have been confiscated. The school also has the power to search any electrical/mobile devices (for example phones, tablets, iPods) where the school considers there is reasonable grounds to do so and delete material that may cause harm/be deemed offensive. In the case of any illegal material being found on electronic devices, the school will immediately confiscate the device and involve the police.

Any use of the practice of screening, searching or confiscation will be done in line with the Department for Education guidance for Screening, searching and confiscation 2014.

We are a school committed to the personal best of each and every one of our students and, as such, take a firm and clear line on instances of poor and/or disruptive behaviour.

Documents relevant to this policy include\*:

Within school	Legislative/government guidance
The Student Planner and documentation within. Assembly rotas SME curriculum A range of internal documentation on tiered student support, behaviour for learning in lessons and sanctions. Attendance and punctuality expectations as per website. School uniform expectations sheet (website, student planner, in form/class rooms)	Education act 1996, 2002 & 2011 Education and Inspections act 2006 Equality Act 2010 DFE Guidance documentation for schools including: <ul style="list-style-type: none"><li>- Ensuring good behaviour in schools (Sep 2012)</li><li>- Behaviour and discipline in schools (Sep 2015)</li><li>- Screening, searching and confiscation (Feb 2014)</li><li>- Use of reasonable force (July 2013)</li><li>- Exclusion from maintained schools, academies and PRUs in England</li><li>- Preventing and tackling bullying (Oct 2014)</li></ul>

(\*lists not exclusive)

**Updated and reviewed November 2017**

## **Durrington High School**

### **Further information on Controlled and Legal High Drugs**

#### **General principles**

We take the safety of our school community extremely seriously. We educate our students about drug abuse not only within the planned SME sessions across all year groups but across a variety of subjects and throughout the wider experience of a student's school life.

If controlled drugs or any other substance that is or could be viewed as a "legal high" are brought onto or found on the school site, each incident will be assessed individually but within the following broad guidelines:

- The health and safety of the child and other students and staff within the school is paramount at all times.
- Possession of a controlled drug is an offence under the Misuse of Drugs Act. It is the school's policy to involve the police in all such incidents.
- It is not illegal to possess various drugs such as Ketamine and Amyl Nitrate, but the school will not differentiate in these cases and will always defer to the Police for advice and guidance. Any substance that has the potential to do harm (in a similar way to a controlled substance) must not be brought onto school premises and will be treated by the school in the same way as controlled drugs
- Any substance suspected of being of a controlled drug will be removed from the student. It will be held in a secure location by a member of SLT until removed by the police.
- Parents/carers will always be informed of any student who is found to have controlled drugs on them.
- It is normal practice that the Head teacher will consider a permanent exclusion for any student who knowingly brings any substance that has potential to cause harm, to a student / other staff, onto school site, whether illegal or not, or is involved in the distribution of controlled drugs.
- If controlled drugs are found on the school site, but not in the possession of an identified person, or rumours about controlled drugs either in school or around the school site are heard, staff will notify a member of SLT immediately, so the incident can be investigated.
- If a student makes a disclosure to a member of staff about their or another student's use or distribution of legal highs/controlled drugs, then a member of SLT should be notified immediately so that the issue can be investigated. It is normal practice to notify the parent / carer in these circumstances. The school reserves the right to also notify/involved the police.
- In all situations involving controlled drugs support to both the student and their family is of primary importance. This may involve by making referrals to specialist support agencies however this will only be successful if the student is consistently willing to engage.



**Durrington High School**  
**Further information Bullying**

**Aims**

At Durrington, we wish to encourage an environment where independence is valued and individuals can flourish without fear. Every student has the right to be safe and happy in Durrington High School and be protected if feeling vulnerable. At Durrington we will not tolerate bullying of any kind.

**Types of bullying**

Bullying has many forms. Three main types are:

<b>PHYSICAL</b>	Hitting, kicking, taking or hiding belongings including money*.
<b>VERBAL</b>	Name calling, teasing, insulting, writing unkind notes/text messages/e-mail, racist remarks, homophobic remarks*.
<b>INDIRECT</b>	Being unfriendly, excluding, tormenting, spreading rumours or giving “nasty looks”*.

\* the above are some examples of each type, the lists given are not absolute

There are also more specific forms of bullying:

<b>RACIST</b>	Bullying that is directed against someone because of the colour of their skin, their ethnic background or a group of people they represent. A racist incident is defined as any incident which is perceived to be racist by the victim or any other person.
<b>SEXUAL</b>	Bullying aimed at someone specifically because of their gender.
<b>HOMOPHOBIC</b>	Bullying of someone because of their sexual orientation.
<b>SPECIAL NEEDS</b>	Bullying of someone because of their special needs or disabilities.
<b>CYBERBULLYING</b>	Sending or posting of harmful or cruel text or image using the internet or other Digital communication devices. (see E-safety documentation)

**Possible signs of someone being bullied:**

Students who are being bullied may show changes in behaviour, such as becoming shy, nervous, feigning illness or giving excuses to not attend school. They may show changes in their work patterns, lack concentration or truant from school.

**Encouragement to tell:**

It is important that we create an atmosphere in the school where students who are being bullied, or others who know about it, feel that they will be listened to and believed and that action taken will be sensitive to their concerns. Staff will always take allegations of bullying seriously and will deal with them promptly and appropriately. Not telling protects the bully or bullies. We fully encourage our students to tell if they or someone else is being bullied.

**Taking action:**

Each reported incident will be taken seriously and carefully investigated (including for example the taking of statements from those involved and any witnesses) before any punitive or restorative actions are taken. A priority for the school is to ensure the victim is safe. Once the nature of the incidents/concerns are fully understood a plan of action is drawn up and implemented. As part of this it is likely that the parents/carers of both parties will be met with/spoken to in relation to the incident(s) and any sanctions/further support being put in place.

**Possible sanctions:**

Depending on the details of the specific incidents a one or more of a range of sanctions may be used in school:

- Informal meeting with or between student/s with staff-led mediation.
- Isolation at break time/lunchtime for a specific period of time.
- Company detention.
- Report Card.
- Internet ban
- Internal exclusion
- Fixed term exclusion

In the most extreme cases the headteacher may also consider permanent exclusion.

**Possible support strategies for the victim:**

Depending on the nature and severity of the specific incidents one or more of a range of support strategies may be used:

- frequent and regular monitoring(check-ins) with form tutor or company team
- buddy support system within form or mentor group
- peer Support (e.g. Year 10 Peer Mentors,)
- use of /referral to lunchtime Social Club
- anti-bullying support groups
- counseling
- referral to specialist support service/provision outside of school

**How students can support each other:**

If you are being bullied, or you know that someone else is, please tell staff straight away and it will be dealt with. Not telling means the victim will continue to suffer and the bully will carry on bullying. Ensure that if the bullying is occurring over social media messages are kept/images stored to show to an adult. We all have a responsibility to make sure that bullying is not allowed to continue in our school. Do not suffer in silence. Advice to students on how to deal with bullying is contained in the student diary.

**How parents/carers can support their child:**

Please contact the school, your child's Tutor, Pastoral Manager and/or Company Leader as soon as you are aware of any bullying incident either to do with your child or someone else's child. The school will take your concerns seriously and action will be taken. A suggested further source of support is:

<http://anti-bullyingalliance.org.uk>

## **How staff will implement and support our anti-bullying strategy:**

Durrington School will not tolerate bullying. If bullying is brought to your attention, ask the students to write down what has happened, who witnessed this and sign and date their statement. Use correct Documentation. Ensure that the statement is then passed to the Company Team as soon as possible. They will deal with the situation and inform parents and others as appropriate.

When on duty, moving around the school and in lessons be as vigilant as possible. Remember bullying can take place both within the classroom and at social times and an adult's presence is a key deterrent to this.

### **Bullying outside a school's premises**

The school reserves the right to act on bullying off the school site if one or more of the following conditions are met:

- the students (perpetrator(s) and/or victim(s) involved are in school uniform at the time and travelling to/from school
- incidents happen off, but in close proximity to the school site
- the bullying is having a clear impact on the well-being of the victim in school hours

The nature of the action taken will depend on the details of the incident; the school may in some circumstances refer directly to or encourage the victim's parents contact the police. The school can also provide a range of onward referral information to charities/other organisations who can provide help to victims of bullying.

We would also encourage parents/carers to:

- talk to the local police about 'trouble spots'
- talk to transport companies (train/bus) about bullying whilst on public transport.
- map safe routes to school and let students know.
- talk to students about how to avoid or deal with bullying
- keep a dated log of any incidents that do occur to use as evidence (including any witnesses names)
- know the username and passwords so as to frequently check their child's media devices (phones, tablets etc) and social media/email accounts for evidence of bullying.