



# Durrington High School

## Behaviour Policy

*(For the purpose of this policy external exclusion, initial exclusion or fixed term exclusion may also be referred to as suspension in other documents)*

### 1. Aim of the policy

The trust, local governing body, head teacher, leadership team and staff of Durrington High School recognise that for our students to achieve their full potential there is a need for them to feel safe, valued and therefore be able to fully focus on their learning every day. Thus, a clear, shared and consistently applied set of behaviour expectations and routines are in place via this policy to support this.

This policy sets out the expectations we have of all students in terms of their behaviour.

All students when

- on the school site,
- representing the school on a trip/visit/during an offsite activity/event
- within the local community (examples\* being when travelling to and from school each day or when they are known to attend Durrington High School) are expected to meet the expectations as outlined in this policy

### 2. The behaviour expectations of students

All students, at all times, are expected to show respect for one another, adults, the school and members of the public who form part of our wider community. The expectation of respect extends to respecting the environment in which learning takes place and the physical environment in which the school is positioned. Examples\* of how students are expected to behave are set out below:

#### 2.1 When in lessons/the classroom environment students are expected to\*

- be on time to every lesson, sitting in silence during the taking of the register
- move respectfully and purposefully around the school building following directional signs in narrower spaces and keeping to the left in corridors
- enter classrooms quietly and calmly; sitting as directed by any adult
- have the correct equipment with them every day to be able to successfully complete work with minimum disruption to the teaching taking place (the minimum equipment that each student is expected to have for each lesson is blue/black pens, pencils, a ruler, a scientific calculator and a paperback book)
- listen in silence and without argument or comment to the instructions of the teacher/adult leading or supporting in the lesson and, as necessary, the contributions of their peers

- put their hand up if they wish to contribute, ask/answer a question or seek further support/guidance in the lesson
- complete all the tasks/work set (within period 1, in lessons and as homework) to the best of their ability showing care in respect of presentation and spelling, punctuation and grammar (SPAG).
- behave in a way, for the full duration of every registration and lesson, that does not cause any form of disruption to teaching and/or the learning of others.

Examples of behaviours that are unacceptable, and will be sanctioned are

- o calling out
- o turning around (distracting others and not concentrating on the tasks set)
- o producing little work
- o distracting other students
- o making noises
- o tapping/throwing objects
- o failing to follow staff instructions.
- avoid all forms of unnecessary physical contact with their peers keeping their hands, feet and objects to themselves
- not consuming any food or drink (other than water) during lesson times.

In summary, we expect every student to make it as easy as possible for everyone to learn and for the teacher to teach.

**2.2 At all times** (this includes within lessons, when students are coming to/from school^, at breaks/lunches /before and after school, during lesson changes and if/when students are off site as part of a school organised activity) **students are expected to\***:

- speak respectfully to and comply fully (at the first time of asking) with instructions given by any adult member of staff or designated trip/event leader or instructor
- dress in full compliance with the school's uniform and personal presentation guidelines (further specific information in relation to this is published via our uniform policy available both in school and on the website). The exception to this are occasions e.g. Mufti days or on specific trips where students can at times wear their own choice of clothes (where it is indicated that students can wear their own clothing this is still expected to be appropriate e.g. no revealing tops/bottoms, no hoods over faces, no hair colouring)
- when within buildings, move around in a calm and controlled manner without running, shouting or pushing
- be helpful to all other members of our community/visitors to the site, especially when they see someone who is in difficulty
- when on the school site, avoid being present in any of the defined out-of-bounds areas
- not smoke, vape or be in possession of any form of smoking/vaping paraphernalia and/or other banned materials/items (see appendix G for more information)
- be respectful of school and other people's property. This includes\*
  - o putting any litter in bins
  - o treating the property as if it were their own
  - o not engaging in any vandalism or theft of materials/equipment, food etc.
- avoid any inappropriate physical contact with other students and/or staff. For example, \*:
  - o not engaging in fighting, assault, aggressive, threatening or intimidating behaviour (including that which can be created through use of social media), and in addition

- not be in possession of any item that has the potential to cause harm or create a risk to other students, staff or members of the community (see Appendix G for examples)
  - not to engage in any intimate contact with any other student even if consent is given. Examples of intimate contact include\*, touching (including bottoms/chests/inner legs/genital areas, bra straps through clothing and prolonged kissing). Every student is expected to respect the personal space of others, this regardless of level of friendship/relationship, age and/or gender of the other person.
- Comply, in full and at all times (both inside and out of school) with the expectations set out in the student ICT usage agreement as found in appendix K of this policy.
  - From September 1<sup>st</sup>, 2019 keep any mobile devices (including phones, tablets or any other electronic gaming or communication devices e.g. headphones, speakers and smart watches) switched off (not silenced) and out of view at all times when on the school site. This includes break times and lunchtimes, in the building and outside. Smart watches are defined as any device that can send/receive calls or messages via WIFI/3/4G or Bluetooth.

Safeguarding of our students and staff is always our first priority. If we have reason to believe that behaviour(s) outside of school pose a risk to the safety of students and staff, we will take that into consideration in relation to any sanctions set.

**2.3 When sitting examinations** (this includes both internal and public examinations whether they are completed in classrooms or the main exam venues) students are expected to:

- Support the smooth and efficient start to examinations by arriving\*:
  - a minimum of 10 minutes in advance of the stated start time of the exam
  - in fully correct uniform
  - with no writing, symbols or drawings on hands/arms/other areas of their body (a breach of exam regulations)
  - arriving with all necessary equipment
  - know their seat, candidate and centre numbers
- Conduct themselves/ behave in a way that meets all additional exam board expectations. This includes\*
  - not turning around
  - being silent and not creating any distractions on the way into or during exams
  - following instructions from invigilating staff without comment
  - ensuring no labels are on water bottles
  - ensuring no revision materials or notes/prompts in any format are taken into the exam hall
  - not breaching the regulations as set out by exam boards in any other way.

Where students breach exam expectations there will be sanctions put in place. This may be by the exam board, school or both bodies.

**2.4 For students who cycle/ride to school** (including those who use scooters or similar) our additional expectations are:

- Students familiarise themselves with and adhere to the Highway Code. Key aspects of this are that students are expected not to\*:
  - o cycle on pavements/scoot on roads (other than on designated cycle paths)
  - o cycle/ride two or more abreast at any time
  - o cycle/ride with another student balanced on their bike in any way
  - o pull wheelies or ride in any other way to create a risk to themselves or other road users
  - o secure their cycles/scooter with their own locks, inside of the provided compounds.

Cycles/scooters brought to school (and or any other form of transport e.g. scooters) are brought at students own risk.

At no point are any powered (electric or otherwise) vehicles/modes of personal transport (for example\* mopeds, electrically assisted bikes, power assisted scooters/skateboards) allowed to be ridden or brought onto the school site.

It is an expectation that students are respectful of both pedestrians and other road users at all times.

- Parents/carers, in the interest of their child's safety & wellbeing, provide and ensure their child wears a suitable helmet when riding to and from school every day.
- Parents/carers provide (and their child uses) a lock to reduce the risk of theft.

### **3.0 How we continue to share our behaviour expectations students, parents/carers and other stakeholders**

A wide range of systems & structures are in place to both communicate the school's behaviour expectations to all students/stakeholders and review the ongoing standard of student behaviour. These include\*

- Ongoing daily communication & modelling by staff of what is expected of students at registrations times, in all lessons before & after school and in student social times.
- Daily staff briefings at a range of levels.
- Instructional notices (both within the building and around the site) to guide students about the positive behaviours expected and as necessary specific behaviour that is not acceptable.
- Weekly communication with students within their company assemblies and through their company teams/pastoral leaders.
- Weekly behaviour tracking, monitoring and intervention as required.
- Key information about individual students being shared with parents/carers via Connect, Parent mail, in 1:1 phone calls, emails and meetings.
- Significant investment by the school in a structured pastoral support system/staff who are available to help guide student in making positive behaviour changes and liaise, as appropriate, with outside agencies.
- Updates and behaviour reviews at leadership meetings and to the governors in their meetings/visits to the school.
- Annual sharing and signing of the home school agreement so all stakeholders commit to supporting and abiding by this policy.

The above systems and structures allow the school to identify behavioural concerns as soon as they arise and put in place support and sanctions as necessary.

#### **4.0 When students behave well...**

As a school and staff, we are keen to praise students where their behaviour goes above and beyond our basic expectations. The school utilises a variety of mechanisms to recognise excellent student behaviour/effort and/or achievement including Company assemblies and the Connect reward system. Consistent outstanding behaviour will be rewarded accordingly and ongoing contribution to the school through a variety of means will result in the allocation of badges/certificates for individual students.

#### **When students choose not to meet basic behaviour expectations...**

Where basic expectations (as set out within this policy) are not met by any individual/group of individuals, valuable time is taken away from teachers teaching and student learning.

Poor behaviour can create disruption both within school and the wider community, creates a potential safety risk to other students/staff and members of the public and/or has the potential to negatively affect the standing of the school within the community. The school has the legal right to sanction students where the expectations of this policy are not met, whether the behaviour on the school site or in the wider community, during the school day or out of hours.

Sanctions are non-negotiable however the school will always be happy to explain the reasons for issuing a sanction or not.

In exceptional circumstances (for example a violent physical assault or extreme act of bringing the school into disrepute\*), the headteacher may choose to sanction a student(s) for their behaviour in the wider community. The decision of what constitutes "exceptional circumstances" and the sanction issued rests with the headteacher. Sanctions can include those outlined within this policy and can, in the most extreme cases include permanent exclusion.

#### **5.0 Parent/carer engagement in praise and sanctions...**

It is an expectation (as per the home-school agreement) that parents/carers are actively involved and support all student praise and/or sanctions.

Where a member of staff's own child/children is or are involved in an incident (either the alleged perpetrator(s) or victim(s)), the member of staff, irrespective of their role/responsibility within the school, will not be involved in any investigation or decision-making process. This applies to sanctions issued and any onwards referral to outside agencies (police/social care etc). The member of staff has rights, only as a parent, in the event of this type of situation. Additionally, we advise all staff who have children attending the school (where possible) to nominate the child's/children's other parent/carer as the initial main point of contact in relation to school matters.

## Appendices to the main policy

The following appendices provide additional detail and should be considered part of the behaviour policy. These (like the main policy) are subject to regular updating.

**Appendix A: Further information on bullying**

**Appendix B: The leadership of behaviour/student support**

**Appendix C: Transition**

**Appendix D: Rewards and Sanctions**

**Appendix E: Malicious allegations/threatening behaviour directed at staff**

**Appendix F: Use of reasonable force**

**Appendix G: Screening, Searching and confiscation**

**Appendix H: Controlled drugs and legal highs**

**Appendix I: The home school agreement**

**Appendix J: Dysregulated behaviour**

**Appendix K: Student use of ICT expectations**

**Appendix L: Incidents that occur outside of school**

**Appendix M: Internal exclusion processes**

**Appendix N: External exclusion processes**

**Appendix O: Policy updates and references to linked documentation**

### **Appendix A: Bullying Definition:**

*“Behaviour by an individual or group of students that is repeated over time and 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)

## Types of bullying

The 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” *.

There are also more specific named types of bullying:

<b>RACIST</b>	Bullying that is directed against someone because of the colour of his or her skin, his or her 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. Sending or posting of harmful or cruel text or image using the internet or other
<b>CYBERBULLYING</b>	Digital communication devices. (see E-safety documentation)

Durrington High School will not tolerate any form of bullying and is proactive in its approach so as to reduce the likelihood of bullying occurring; this is predominantly achieved through work on educating students but also through the building of strong student: student and student: staff relationships.

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

## Possible indicators that someone may be being bullied:

A student/students who experience bullying may show changes in behaviour; these can include\* becoming quieter and more withdrawn, being increasingly nervous, feigning illness(es) or giving excuses to not attend school. They may also 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.

### **Strategies to address bullying:**

The school has many strategies and staff that will help address any bullying related concerns raised (whether this be by students, parents/carers or staff within school. In addition to staff led actions, we have a number of 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. Once reported bullying issues are usually effectively resolved however the school can only act when we are made aware of any concerns.

### **Taking action:**

The priority for the school is to ensure the victim feels as safe as possible. 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.

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.

### **Support 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
- use of /referral to lunchtime social club
- anti-bullying support groups
- counselling
- referral to specialist support service/provision outside of school

### **Possible sanctions for the perpetrator(s):**

Depending on the details of the specific incident, 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 (s).



- A ban on being present (at specific times) with other named individuals, in specific areas of the school and/or in a group of greater than a specified number.
- Report Card.
- Internet ban
- Internal exclusion
- Fixed Term Exclusion

In the most extreme of cases the Head teacher may also consider permanent exclusion.

### **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.

### **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, staff are asked to get the student (s) to write down what has happened, where, when, the names of any witnesses and sign and date the account. From there staff will pass the information to either the student's company team or a duty member of staff who will deal with the situation and inform parents and other relevant others as appropriate.

Staff are aware that when moving around and during lesson time they are expected to be as vigilant as possible. An adult's presence is a key deterrent to bullying taking place.

### **Bullying outside a school's premises/offsite:**

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 outside off, but in close proximity to the school site
- the bullying is having a clear impact on the well-being of the victim during 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 that can provide help to victims of bullying.

We would also encourage parents/carers to:

- talk to the local police about ‘trouble spots’ – either through the 101 number or via the email logging system
- 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.

## **Appendix B: Leadership of behaviour/student support**

Behaviour is led at both a strategic and operational level by one of the deputy headteachers. However day-to-day student behaviour remains the responsibility of all staff (both classroom based and company/pastoral).

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) is 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.

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.

## **Appendix C: Transition**

Durrington High School believes in being as proactive as time/resources allow in identifying and working with students with identified behavioural needs when they first join the school.

Strategies to aid successful transition are likely to include:

- pre-admission visits,
- behaviour profiling with existing staff or professionals who know the individual well (this may include the reading of specialist’s reports)
- parental meetings and / or
- TAF or similar meetings

The success of student transition is dependent on the quality of information being passed on to Durrington at the point of transition and care and depth to which this is presented.

A key aspect of transition is ensuring that the expectations of students when they join Durrington High School are fully understood.

The school believes in transition being a “fresh start” for all students but also knows that the earlier the right support is enacted, the greater the chance of the support being successful.

## **Appendix D: 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 above and beyond the basic 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 (this can include mobile phones or similar). The school will, on every occasion, dispose of items deemed harmful to students (for example tobacco/lighters/vapes)
- Banning of students from school trips/activities/events
- Banning of students from associating at social times with named other students in group sizes bigger than a defined number (as set by school staff)
- Social time (breaks and lunchtimes) isolations,
- Departmental behaviour reports
- Company behaviour reports (at a variety of levels)
- Fixed duration removal/relocation of a student from a particular lesson
- Isolation from lessons,
- Internal exclusions (within school),
- External exclusion (*see separate Exclusion Policy*)
- Directed alternative provision arrangements (on or off site)
- Permanent exclusion

The issuing of a sanction will always focus on the behaviour of the individual and take into account any contextual information (for example the student’s history of behaviour / circumstances at the time of the incident and/or any professionally diagnosed and specifically linked to behaviour SEN/D needs). The safety and wellbeing of our school community is always our priority.

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 via a letter. We will aim to do this as soon as we can post-incident.

The school will not tolerate 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 stop other students from making progress / teachers teaching.

It is normal for sanctions to be escalated for instances of repeated behaviour where, despite additional guidance, support and previous sanctions, a student chooses to repeat the same disruptive/defiant or rude behaviour.

In the case of the most serious behaviour incidents, the head teacher may choose to issue an initial external exclusion. It is possible, in the most serious<sup>§</sup> or persistent cases that the head teacher could then reach the decision to issue a permanent exclusion. This would be for a separate reason to any initial exclusion. (*see Exclusion Policy*)

<sup>§</sup> factors in determining the seriousness of an incident being related to rarity, severity of harm, criminality of actions and/or wider impact on others/the school community\*.

## **Detentions**

There is no legal requirement for the school to obtain parental consent and/or give 24 hours' notice of a detention (Behaviour and discipline in schools, DFE, July 2013). However, when detentions are set outside of the normal school day and where practically possible the school will endeavour to give notification to parents/carers.

Notification (where given) will be made by either a phone call, email or through the use of the Connect system. Parents/carers are actively encouraged to register their email/download the Connect app so as to be as informed as possible about their child's progress, homework, rewards and behaviour.

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.

## **Appendix E: Malicious allegations/threatening behaviour directed at staff**

Durrington High School has a duty to safeguard staff. As such the school takes very seriously and will not accept\*:

- 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.

This includes any such behaviour that is posted, created or shared on social media platforms or in the wider community (whatever format this may take).

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

## **Appendix F: 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.

## **Appendix G: Screening Searching and confiscation**

The Head teacher, and staff authorised by the Head teacher have statutory powers to search a student(s) or their possessions, without consent. This will be done where there are reasonable grounds for suspecting that a student(s) may have a prohibited item (see list below) or any other item that could be used to either commit an offence and/or has the potential to cause personal injury to persons (including student themselves). Examples\* of prohibited items include students carrying at any time:

- Knives or weapons (or any item that could reasonably be believed to be brought on site with the intent to threaten/harass or cause harm),
- Alcohol,
- Illegal drugs,
- Any item we believe to have been stolen,
- Tobacco, cigarette papers and any form of smoking paraphernalia including vapes
- Fireworks, (including fun snaps), and
- Pornographic material (this includes electronic images/videos/material and youth produced sexual images).

The school also bans students from the possession of\*:

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

as these items too could be used to commit an offence, or cause personal injury to or harm another person (both in school and the wider community), damage property and/or disrupt the learning environment of the school\*.

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 (whether this be within or outside of school) 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, and confiscate if deemed necessary, any electrical/mobile devices (for example phones or tablets) where the school considers there is reasonable grounds to do so and delete material that may cause harm/be deemed offensive.

All tobacco related products will be disposed of immediately after confiscation. 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.

## **Appendix H: Controlled drugs and legal highs**

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.
- Students will be searched if there are, in the school's view, reasonable suspicions that they may be in the possession of any drug (controlled or not) that could cause harm to themselves or another person
- As 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. Furthermore, given the risks that drugs (controlled or otherwise) pose it is normal for the Headteacher to consider permanent exclusion for any student who possesses or deals drugs (controlled or otherwise) on or around the school site
- In all situations that involve controlled drugs the offer of support to both the student and their family is of primary importance. This may involve making (with consent) referrals to specialist support agencies however this will only be successful if the student/family are consistently willing to engage. Support will be offered irrespective of the outcome of any disciplinary actions.

## **Appendix I: The home school agreement**

The home school agreement forms an essential part of enabling clear communication and a supportive working relationship (and understanding of expectations) with parents/carers and students.

The home school agreement is subject to annual review and updating.

## **Appendix J: Dysregulated behaviour**

Dysregulated behaviour~ is a term used to describe the behaviour of an individual student who, over a period of time, has been noted to display an extremely challenging and/or an escalating pattern of challenging behaviour(s).

Whilst the specific behaviour displayed may be unique to the individual, the generalised pattern could include a student:

- A) consistently not meeting basic expectations such as attending lessons on time, remaining in lessons, following staff instructions, wearing uniform
- B) being unwilling to use agreed intervention & support strategies previously agreed with them /as part of a support plan (e.g. use of time out card/going to a specific location to calm down)
- C) being unwilling to self-regulate their behaviour within a reasonable timeframe (even with support)

~There is no necessity or expectation that a student must have a pre-existing diagnosis for their behaviour to be considered dysregulated. This can happen as a result of learned or chosen behaviour.

Within our school community of 1628+ staff and students there is a requirement to promote the safety, education and wellbeing of all students. Furthermore, DMAT also has a responsibility to keep members of staff safe and free from harm. It is therefore a school expectation that all students conform to basic expectations. This specifically includes the expectation of them to\*

- Attend school on time (or at agreed times).
- Responding to instructions in a timely way from any member of staff and/or using their agreed support strategies/plan.
- Going to agreed lessons and complete work without disrupting others.
- Following school expectations in relation to uniform, the use of mobile phones and alike.
- Not to be involved in anything or demonstrate behaviours which put the safety and wellbeing of others at risk.

We would also expect (as per our Home School Agreement) that parents/carers are supportive and proactive in working with the school to support their child.

Where any situation, despite intervention, is not being managed successfully or we feel that parents/carers are not able or willing to manage the complexity/risk surrounding the individual student we will consider:

- a) An immediate MASH referral.
- b) Contacting the police for direct on or off-site support (using 999 or 101 as necessary).

- c) Directing parents/carers to take their son/daughter to A&E for medical/clinical assessment of needs (or in more extreme cases using 999 to call an ambulance).
- d) Directly contacting other named professionals involved in the student's care (with or without parental permission) in the interests of progressing the safeguarding of the student.
- e) Even without parental agreement we will still take any action deemed necessary to safeguard the wellbeing of the student.

The outcomes of extremes of behaviour could include one of a number of sanctions being put in place up to and including permanent exclusion. Any support and/or sanction put in place will take into account any SEN(D) diagnosed needs or disabilities of the individual student alongside the wider needs, safety and wellbeing of the school community. As a mainstream school every student has the right to learn in a safe and settled learning environment, and every adult has the right to be safe in their workplace.

A range of statutory guidance underpins this policy document including Keeping Children Safe in Education.

## **Appendix I: Student use of ICT expectations**

Information Communication Technology (ICT) is part of everyday life. It supports work, learning and communication. This document sets out the clear expectations for DMAT in relation to ICT. It will keep students safe, well-informed and encourages respect for others in our community and school. Any breaches of this document are also a breach of the school's behaviour policy and are likely to result in sanctions. The final decision rests with the school; if you are unsure about any statement in this document, ask.

This usage agreement sets out the expectations of all students when they are both using:

- Trust owned/provided ICT.
- Their personal ICT (when this is used to either communicate with other members of the school community or publish any form of information in relation to it as an organization or individual employees; irrespective of the timing of this use).
- Google Classroom and all other remote learning portals/apps/webtools.

ICT (hardware & software, onsite and virtual) is provided by the trust for students to use to support their learning. Thus, all students, at all times, are expected to use trust provided ICT solely for the purposes of learning and communication in relation to school matters/events.

Students must never:

- Access the ICT network or system using anyone else's account or login information or share your own username and/or password with any other student. In addition, students should avoid writing down their usernames/passwords.
- Leave any device on which you are logged into "open" when you are not using it. Always use Windows + L keys (or equivalent) to lock your machine when not working at it and fully log off when you are finished.



- Cause damage to or attempt to move/change/remove or hack into any school ICT or other students/employees accounts. This includes the entirety of the trust's virtual environments/storage facilities.
- Install/download software, games and/or applications onto trust ICT.
- Give out personal information to other people you don't personally know via electronic devices/social media. It is an expectation (and good practice) that all students use the privacy settings to keep private information private!
- Use the trust's networks or any other ICT (this includes hardware e.g. mobile phones and/or software/social media) to post, share or communicate any images, comments or material\* that is:
  - o Illegal e.g. pornographic.
  - o Harmful or hurtful in any way to any other person.
  - o Racist or homophobic.
  - o Perceived to be of a bullying nature (see behaviour policy appendix for more details).

This includes the publishing/posting of anything on social media (e.g. snapchat, Instagram or WhatsApp\*) that would damage the reputation of the school/trust. This also includes times when students are not in school.

- Use a camera or any other recording device (audio or visual) in school/whilst on a school trip without first having the permission of a member of staff.
- Use of recording devices in toilets or changing rooms, regardless of intent, will be treated as a serious violation breach of this agreement and it is likely very serious sanctions up to and including permanent exclusion will be considered.
- Record staff/other students outside of school without their explicit permission. At no time will it be acceptable to share on any form of social media or device any recording (audio, photo or video) of members of staff.
- Open attachments or click on links if they are unsure of the source or attempt to spread viruses or other harmful content.
- Use mobile phones and/or any other electronic devices/accessories (for example^ smartwatches, portable gaming devices, music playing devices, tablets, headphones, Bluetooth speakers) on the school site. This means that students **are** permitted to carry mobile phones / devices on their person however, they **are not permitted to be used or be visible** at any point when they are on the school site/during the school day+. The exception to this rule would be if you were directed by a member of staff to use a device in lesson for identified educational reasons. At all other times, all devices should be switched off (not turned on and silenced) and not visible.

(^Smartwatches are defined as any device that can send/receive calls, messages or similar via WIFI/3G/4G/5G or Bluetooth)

(+the school day is defined as starting for students when they first enter the school site in the morning and until the point they leave the building at the end of the day; all students being expected to leave the building/site promptly when the final bell goes unless they are engaged in a school-related club/activity or detention)

The school accepts no responsibility for the loss of damage to any mobile ICT device or other expensive items that students choose to bring on site.

Students who do not comply with this policy (whether this takes place within school/using trust provided ICT equipment or outside of school) are in breach of this agreement and hence will face sanctions. These may be issued by the school and/or result in a report being made to an outside agency such as the police\*. **ALL issues to do with social media use must be left at the school gate.**

As a general reminder to all students:

- Student safeguarding and wellbeing are two of our top priorities. These clear guidelines are given to support your safety and wellbeing.
- Staff are permitted to search and remove any material deemed as harmful from any mobile electronic device. Staff are also permitted to collect and confiscate mobile devices if it is believed material on them is illegal or harmful.
- Staff are also able to direct a student to remove any material deemed not appropriate, whether this is on an external website.
- All activity that takes place across trust networks is tracked and monitored. This includes use of the WIFI as well desktop computer use. All material (internet sites) viewed, words typed, files stored, or information sent/published/uploaded is tracked and should not be considered private.
- They are responsible for reporting damage to ICT facilities as soon as it occurs/is discovered. This can be done via any member of staff or direct to IT services.
- The Connect, school email system, personal file storage area and remote access are provided to help you to be organized and keep up to date in your studies/learning and homework. It is expected students will regularly check their email and use Connect.
- If they are worried about anything in relation to the use of ICT by themselves or another student/adult, they should report this to a member of staff ASAP.
- If using social media, you are responsible for sticking to the published rules of each site/piece of software used (including minimum ages and publication of content). As a general rule student should never take images/video or publish any information about another person without their permission.

Note these expectations will be regularly reviewed and updated to keep you as safe as possible when online and ensure that the school's ICT is maintained in the best possible way to help you to learn.

## **Appendix L: Incidents that occur outside of school**

Students are at school for 6½ hours each day and for a total of 198/365 days each school year. Students are expected to “leave it at the gate” and not to bring into school any ongoing out-of-school conflict or issues (be this verbal or physical).

Where incidents occur in the community, we strongly advise parents/carers and students to report their concerns, in a timely way, to the correct professional body/agency. The school cannot and will not be responsible for, mediating community disputes, passing messages between parents/carers or similar\*. The exception to this school involvement in incidents that occur outside of school are those that directly relate to safeguarding. In these cases, the school will seek factual information and then, if necessary, follow appropriate safeguarding & child protection procedures.

Onwards referrals/contact should be made to the most appropriate agency which may include\*

- Crimes/criminal behaviour/anti-social behaviour to the police (using 101 or 999 as appropriate or logging this via the [101@sussex.pnn.police.uk](mailto:101@sussex.pnn.police.uk) email address
- Safeguarding concerns to the WSCC MASH (Multi-Agency-Safeguarding-Hub) on 01403 229900 (office hours) or 0330 222 6664 or [MASH@westsussex.gov.uk](mailto:MASH@westsussex.gov.uk)
- In the case of self-harm/risk of injury/harm by visiting A&E or using the 999 service

School staff, in their professional capacity will then liaise with these professionals as is necessary.

In exceptional circumstances (for example a violent physical assault or extreme act of bringing the school into disrepute\*), the Headteacher may choose to sanction a student(s) for their behaviour in the wider community. The decision of what constitutes “exceptional circumstances” and the sanction issued rests with the Headteacher. Sanctions can include those outlined within this policy and can, in the most extreme cases include permanent exclusion.

## **Appendix M: Internal exclusion information**

### **Issuing of Internal exclusions**

Where there has been:

- repeated poor behaviour(s) of a similar nature
- an escalation in poor behaviour, or
- a one-off serious incident each of which would breach school behaviour expectations, a student may be issued with an internal exclusion. An internal exclusion may also be issued as a follow on from an external exclusion.

### **Timing and duration of internal exclusions**

Internal exclusion operates on different timings to the main school timetable. Students are required to arrive, on time, at 10.15am (no earlier), sign in at student services, and go to their designated internal exclusion location. Internal exclusion will finish at 4pm each day (including Friday’s). Unless there are exceptional (as judged by the school) circumstances students will finish at 4.00pm. Dr’s appointments, family events, meeting friends are not exceptional circumstances.

Internal exclusions can be issued for 1 or more days; this depending on the seriousness of the behaviour concerned. Students have to “Pass” each day for the day to count, if there are problems during the day related to compliance with staff, completion of work or any other issue it is likely the entire day will need to be completed again. The school may choose to implement further sanctions if internal exclusion is failed due to the poor or non-compliant behaviour of a student.

### **Location**

The location where a student completes internal exclusion is set by the school and depends on a range of factors including capacity and staffing that day. Where a student has a specific need and allocated TA support this it is normal for the TA to continue the support of the student whilst they are in internal exclusion.

**Expectations when a student is in internal exclusion include\* -**  
 punctual arrival at 10.15am (not before) in fully correct uniform.

- the handing in (if the student has one) of their mobile phone turning this off in the process
- fully, immediately and politely responding to all instructions from supervising staff. - completing work to the best of their ability.

We also ask that students bring a packed lunch where possible.

~In exceptional circumstances, or where there has been a failure in internal exclusion the previous day, we may ask that parents/carers personally bring and support school staff in settling their son/daughter in internal exclusion to give this the maximum possible chance of being achieved successfully.

During time in internal exclusion student's will also be required to reflect on their behaviour; this could include and they may also be required to take part in writing formal letters of apology, complete reflective activities and/or work packs and/or make direct face-to-face apologies for their behaviour.

Where a student has a detention, they will be allowed to complete this as part of the end of their internal exclusion day. Students will be on report when they leave internal exclusion

A repeated failure to complete internal exclusion to the required standard or a serious breach of the school behaviour policy whilst completing an internal exclusion, would likely see an escalation of the sanction set.

#### **Appendix N: External exclusion processes**

See separate Exclusion policy.

#### **Appendix O: Updates to the policy & selected reference documents**

This policy will be reviewed and updated as necessary on a regular basis to reflect both changes within school and any changes to published national policy/guidance and/or the law. Updates to the policy will be republished on the school's website. Questions relating to the coverage, interpretation or framework underpinning this policy should be directed to the SLT lead for behaviour.

Should parents/carers/students have any questions about the scope/reach of this policy or the meaning of a particular sentence/paragraph or term they are advised to contact a member of the SLT as soon as possible for clarification.

Documents relevant to this policy include\*:

<b>Within school</b>	<b>Legislative/government guidance</b>
----------------------	--

<p>Classroom and notice board information/instructional notices and reminders Assembly rotas SME curriculum A range of internal documentation on tiered student support, behaviour for learning in lessons and sanctions. Attendance and punctuality expectation documents School uniform expectations sheet (website, in form/class rooms) The Home School parent/carer agreement The ICT &amp; social media acceptable use policy Exclusion Policy</p>	<p>Education act 1996, 2002 &amp; 2011 Education and Inspections act 2006 Equality Act 2010 DFE Guidance documentation for schools including:</p> <ul style="list-style-type: none"> <li>- Ensuring good behaviour in schools (Sep 2012)</li> <li>- Behaviour and discipline in schools (Sep 2015) - 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 (2017)</li> <li>- Preventing and tackling bullying (Oct 2014)</li> </ul> <p>Keeping Children Safe in Education</p>
--	---

**Reviewed and updated September 2021**