



THE DORMSTON SCHOOL

Positive Behaviour Policy

Date	Review date	Lead	Nominated Governor or Committee
01.09.2026	01.09.2027	Deputy Headteacher Pastoral	Full Governors
			Ratified: Yes
			Date: 01.09.2026
			Website: Yes

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the schools core values of Effort, Knowledge, Respect, Responsibility and Resilience and promotes students being the 'Best version of themselves'.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

We maintain high standards through our 'Prepared for Success' system and our Behaviour Policy is trauma informed and rests on a set of core values as follows:

Students should have RESPECT for;

- Themselves and others through good manners, acceptance of differences, and the ability to work co-operatively.
- The school rules by responding to instructions and taking responsibility for their own actions. Understanding the reward and sanction system will support this.
- Property, the school environment, and the wider community.

Students should take RESPONSIBILITY for:

- Their attendance and punctuality therefore meeting school expectations.
- Wearing their uniform with pride.
- Their personal organisation.

Students should show EFFORT and RESILIENCE towards:

- Academic achievement.
- Constructive participation in all aspects of school life.

We encourage a calm business-like atmosphere that ensures school life for all students is:

- Enjoyable and engaging.
- Safe and secure.
- Free from any types of disruption to learning.
- Free from bullying.
- Free from discrimination.

Our Home School Agreement encompasses the above Core Values. At the start of each academic year our Home School agreement is shared with staff, students and parents/carers. If students or parents are in breach of the agreement appropriate action will be taken. By a child attending The Dormston School parents/carers are automatically supporting the Home School Agreement.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools: advice for headteachers and school staff](#),
- › Behaviour in schools: advice for headteachers and school staff
- › [Searching, screening and confiscation: advice for schools](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Through our nurturing ethos, we encourage our students to be self-disciplined.

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying or discrimination
- › Sexual violence or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic, disability or discriminatory behaviour
- Possession of any prohibited items. These include but are not limited to;
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, vapes and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school does not tolerate bullying of any kind, including cyber-bullying, prejudice-based and discriminatory bullying. If we discover that any form of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. A high student / staff ratio is maintained at social times to ensure positive behaviour around school. We do everything in our power to ensure that all children can attend school free from fear. Our Anti-Bullying Policy can be found separately on the school website and contains information regarding the following:

- How the school will prevent bullying
- How students, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school will react to bullying that occurs off school premises or online
- How the school records, analyses and monitors incidents of bullying
- Sanction procedures, referring to sections 7 and 8 of this policy, where applicable
- How the school supports students who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher/ deputy head teacher responsible for behaviour
- Monitoring the policy's effectiveness
- Holding the headteacher/ deputy headteacher responsible for behaviour to account for its implementation
- Ensuring the school complies with its legal duty to make reasonable adjustments for disabled children and students with SEND (including SEMH needs)
- Ensuring that the school complies with all equality's legislation;
- Ensuring that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- Ensuring funding is in place to support this policy
- Ensuring all policies are made available to parents/carers;

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary

- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy. (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for students
- › Establishing and maintaining clear boundaries of acceptable student behaviour
- › Implementing the behaviour policy consistently in terms of both sanctions and rewards
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- › Modelling expected behaviour and positive relationships through all interactions and moving forward talks
- › Providing a personalised approach to the specific behavioural needs of particular students
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly in line with our Prepared for Success system
- › Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

This policy should be read in conjunction with the policies for Racial and Equal Opportunities, Anti-Bullying, PSHE, Attendance and Punctuality, E safety and SEND.

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns or trauma experienced at home with their child Form Tutor/Year Leader promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reintegration meetings, Secondary Intervention Officer Support and reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
 - The school's key rules and routines
 - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
 - The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with restorative sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. School behaviour curriculum

We strive to create a whole school culture that promotes excellent behaviour and key habits and routines that will prepare students for success and being law abiding citizens.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

6.1 Mobile phones – ‘Confiscated if Seen’

In line with statutory guidance the school operates as a mobile free school. All mobile phones should be handed into pupil reception at the beginning of the day and collected at the end of the day. Alternatively, students can turn off their devices and keep in their school bag. If parents/carers want their child to bring a phone into school, it is on the understanding that they agree with the following limitations on use, namely:

- Mobile phones must be switched off at all times during the school day, including break and lunchtimes, and remain off whilst students are on the school premises.
- It is not permitted to film or photograph anyone on school grounds.
- The phone will be kept in pupil reception or switched off in the bottom of their bag during the day.
- The school will not be held responsible for the security of a phone brought into school unless they are handed in to Pupil Reception for safekeeping.
- If it is suspected that a phone has been used during the school day it will be confiscated until either the end of the day or until a parent/ carer collects. (Please refer to the mobile phone policy for further details)

If a student is seen with a mobile phone during the school day it will be confiscated inline with our Mobile Phone Policy.

Please note: Smart watches and air pods are not to be used on school grounds.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Show the reset behaviour slides for their department on the first lesson each half term
- Staff will develop a positive relationship with students, which will include:
 - ‘Meet and Greet’ students at the start of lessons
 - Have a ‘do it now task’ ready for the students to complete and engage in learning straight away
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally using the ‘Prepared for Success’ tool kit as a guide
 - Highlighting and promoting good behaviour

- Concluding each lesson positively and starting the next day with a no grudges approach (using moving forward talks where appropriate)
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy on the school website for more information.

7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Rewards will be issued in the following ways; (See rewards poster appendix 2)

	Daily/Weekly
✓	Subject Teacher Positive Points - Positive engagement points related to one of our Core Values. Positive points can be issued at anytime by a classroom teacher or member of staff. These points can be viewed by students and parents on the go4schools dashboard.
✓	Verbal Praise - Praise can be given in front of the peer group in lessons or in front of the whole year during assemblies. It is important that we do not underestimate the effect of praise as a reward.
✓	Display of Work - The display of good pieces of work is an effective motivational strategy.
✓	Publication of Success via Newsletter - Student success is formally publicised in the monthly Parent Update sheet and in the School Newsletter.
✓	Fortnightly Effort Reward - Each fortnight departments will be asked to nominate a student from each year group for their effort in lessons. Year Leaders will also have 5 'wild cards' to motivate those students who have made significant improvement. Rewards may include hot chocolates, sweets, ice lolly.
✓	Curriculum Leader Quick Note - Curriculum Leaders recognise achievement within their subject specialism by presenting students with quick notes which are a written keep

- sake of achievement.
- ✓ **Phone Call Home** – Staff can call parents and carers to communicate achievement.



Half Termly

- ✓ **Learner of the Month** - Nominations are made by subject teachers. Each month parents are secretly invited into school and their child is presented with an engraved trophy in front of members of the SLT.
- ✓ **Head Teacher Commendations** - Staff can nominate students for a Head Teachers commendation to celebrate effort or achievement ranging from the most improved, outstanding effort or excellent attainment.
- ✓ **Attendance Reward** - Each fortnight rewards are issued based upon attendance in healthy form/year competitions.



Termly

- ✓ **Reward Assemblies** - Termly Year assemblies reward good attendance, behaviour and extra-curricular achievements.
- ✓ **Core Value Stripes** - Core Value stripes are issued for Effort, Knowledge, Respect, Responsibility and Resilience in Year assemblies. (8 students from each year group. The values can be stitched on to the student's jumper as a constant reminder of their commitment to the school's Core Values. (40 in total)
- ✓ **Positive Points Reward** - Student's achieving the most positive points throughout the term (top 20 in each year) receive a certificate and a small reward.



Twice a Year

- ✓ **Tie Rewards Mornings** – Formal invite to a tie reward evening. (Please see year point allocation below).
- ✓ **Effort Reward Afternoon / Pizza Reward Evening** – The top 10 students for effort in each year group will be rewarded with an early lunch pass, ice cream, pizza or movie afternoon.



Yearly

- ✓ **Oscars** - Students from years 7 – 10 are nominated by teachers for their outstanding effort and contribution to school life. The evening incorporates an Oscar style theme where students are publicly praised for their efforts and rewarded with not only staff, but parent/carer presence.
- ✓ **Positions of Responsibility** - Student's positive qualities are recognised by their appointment to posts of responsibility. Each year an Executive Student Leadership Team is appointed from Year 10 students. Students can also be elected to be part of

the Student Council/ Mental Health Ambassadors.

- ✓ **100% Attendance** – Certificates are given for students who have 100%.
- ✓ **Top 10 Attendance in each Year** – Certificates are issued to students who have the best attendance in their year group.

House points will be individually awarded to students for attendance, effort, and participation in extra-curricular activities. Accumulation of House Points leads to students and their parents/carers being invited to a formal Tie Award Ceremony. These take place twice a year. House Points are also issued for whole school events as detailed in the table below.

Tie Reward House Point Allocation 300 = Bronze 600=Silver 900= Gold 1200 = Platinum	
Reason for House points	Number of points issued
Effort Score of 1	5 house points
Effort Score of 2	3 house points
100% Attendance for 1 month	12 house points
Extra-Curricular Involvement	1 house point for each session attended 5 house points if all sessions attended each half term
Curriculum based competitions	5 house points
School Production / Talent Show	10 house points
House Events – House Point Allocation	
Sports Day	1 st Place = 1000 points
House Arts	2 nd Place = 750 points
House Quiz	3 rd Place = 500 points
	4 th Place = 200 points
	<i>Individual participants receive 5 House points each</i>
Overall Year Cup – to the overall winning at the end of the year	

The award of individual House Points feeds into the House Cup Competition.

7.4 Responding to misbehaviour – Prepared for Success

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, through our Prepared for Success system, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- 'Parking the student' in another classroom/ change of teaching group
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a responsibility
- School-based community service, such as tidying a classroom, supporting site team
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Putting a student 'on report'
- Agreeing a behaviour support plan
- Removal of the student from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. The school will also put appropriate interventions in place to support and re-educate students to prevent repeat incidents.

Most sanctions are given through the schools 'Prepared for Success system'. This is a centralised system that is carefully monitored by the Behaviour and Welfare Team (BWT), Year Leaders and Senior Leadership Team.

The aims of Prepared for Success are:

1. To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted.
2. To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour.
3. To encourage students to **take responsibility** for their own actions.
4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural consequences.

Rules for Success

The rules are broken down into 3 strands:

- Success in the classroom
- Success around school and in the community
- Success/rules relating to Year Leader events and serious incidents

1. **Success in lessons (BWT Events)**

Staff are to use a range of de-escalation strategies to try and alleviate any issues and keep students engaged in learning. Staff should also ensure they are fully aware of students who have EHCP's, Learning/Student profiles. (see appendix 2 for behaviour management toolkit)

1st Warning: Student issued first warning in a calm and discrete manner. The student should understand where they have gone wrong and have a chance to modify their behaviour. Allow time for this and ignore secondary behaviours to prevent an immediate escalation. *(All students will be expected to borrow PE kit as this is a reasonable request).*

Last Chance Warning: Student will be given a last chance warning due to no improvement in behaviour following initial warning/ re adjustment and reflection time.

Parked (PAR -1)/ BWT (-2): Student will be 'parked' (-1) in another classroom to allow learning to continue as agreed through Curriculum Leader. On rare occasions, where the behaviour requires further intervention/ investigation, a student will be sent to the Behaviour and Welfare Team (-2). Events logged on Go4Schools will be discussed and reflected upon through a MFT. *(Can you see why the teacher might have thought this?). Staff to add 1st warning / last chance details. Detentions may be issued in discussion with Year Leader.*

<i>Arrive on time (before start of lesson bell/staff closing door)*</i>	PAR1 /BWT 1: Not following Instructions	PAR 4/BWT4: Not treating other students with respect and kindness
<i>Incorrect equipment x2 per half term*</i>	PAR 2/BWT 2: Engaging in off task behaviour/low level disruption	PAR 5 /BWT5: Not listening respectfully
PAR (-1): Parked in another learning space	PAR 3/BWT 3: Disrespectful attitude towards staff	

* BEH event to be issued. Student should not to be sent out of the learning environment for these.

BWT (-2) Outcome:

Sent to BWT period 1	Period 2 break and 3
Sent to BWT period 2	Break, period 3 and 4
Sent to BWT period 3	Period 4, lunch and period 5
Sent to BWT period 4	Lunch, period 5 and 1
Sent to BWT period 5	Period 1, 2 and break

- A Moving Forward Talk (MFT) will take place between 3.10-3.20pm in the refocus room /detention room or during the school day if this can be facilitated to ensure a 'no

grudges' approach next lesson. ***In cases where further consequences may be required the incident will be escalated to the Year Leader.***

- Failure for a student to attend their MFT will result in a 30-minute detention the next day.

Students sent to BWT multiple times

- Repeated behaviour events – Parents/carers will be called in for a meeting with their Year Leader to discuss next steps in terms of support and targets agreed. This may include; a report card, behaviour support plan, mentoring programme. Students identified as causing repeated behaviour events may also receive a 30-minute same night detention.
- Students will also complete a restorative session with a member of BWT. This will be added to their file and engagement logged on the Go4Schools event.

Please note the Inclusion Hub will discuss any reasonable adjustments that would be required in light of any SEND needs.

Poor behaviour in the Refocus Room

The same standard and expectations are in place in the Refocus Room. Any student misbehaving will receive an initial warning. The second warning will result in the student being removed, parent/carer contacted and further sanctions applied.

If a student is suspended due to refusal to go into the Refocus Room or behaviour whilst in this room, following their reintegration the student will repeat a full day in Refocus and a same night detention.

The Refocus Room is designed as a quiet purposeful study area in which students can work, allowing them to reflect on their current behaviours and not disrupt the learning of others.

NB - Rules in PE lessons: As well as following the rules above, students should always bring PE kit regardless of level of participation. If this rule is broken, a warning will be issued and the student will be given a PE kit to wear for the lesson. Refusal to wear loaned PE kit will result in a referral to the Head of department. Parents/carers will also be contacted. Multiple refusal to wear school PE kit will be dealt with by both the Head of Department and Year Leader.

2. Success around school and in the community (Behaviour Events)

The school expects everyone to behave with respect at all times. Inside school this means walking around the school and grounds calmly and quietly, respecting each other and school property. Outside school this means behaving in a way that is respectful to the local community and does not bring the school into disrepute. Students are given the opportunity to correct their behaviours prior to a BEH event being issued. Any refusal or non-compliance will result in an event being given.

Please note: Only YL / DYL / SLT can issue a detention based upon 1 BEH event, extend detention length or request a day in Refocus.

- 2 Behaviour events in one day = 30-minute same night detention
- * Behaviors events that warrant an immediate same night detention

Behaviour events are issued for the following:

▪ Late to lesson (after door closes) *	▪ Eating/drinking at the wrong time	▪ Dropping litter/throwing food
▪ Late to registration *	▪ Failure to follow staff instruction during social times	▪ No return of PLC library book
▪ No PE kit (PE dept only)	▪ Being out of bounds	▪ Vandalism/graffiti
▪ Lack of equipment x2 (Form Tutor only)	▪ Inappropriate physical contact	▪ Chewing
▪ Incorrect uniform (Form Tutor only)	▪ Shouting/swearing/running around school	▪ Possession of energy/fizzy drinks
▪ Leaving lessons without permission	▪ Confiscation of mobile phone (added by reception)	▪ Possession of prohibited item

Detentions will take place at the end of the school day. Period 5 subject teachers and other staff available will escort students who have a clock symbol on the register to the detention room.

- Failure to attend 30-minute detention = repeat next day
- Failure to attend repeat 30 minute= 60 min detention
- Failure to 60 min Friday detention = One day Refocus, plus detention on the same day

Uniform

All students must be in the correct uniform, unless carrying an exemption issued by their Year Leader. Exemptions are only issued for medical reasons, if the article has been lost or damaged/broken in the previous 24 hours or in exceptional circumstances. If a student arrives in school without the correct uniform their Form Tutor will support the student in rectifying the situation i.e. removal of nail varnish / makeup. Any refusal or defiance may result in a same night detention. Contact will also be made to the parent / carer requesting their support. At the Year Leader discretion, a 48-hour notice may be issued. Following the 48-hour period, if corrections are not made the student will receive a 30-minute detention each night until the issue is resolved. On some occasions the Head/Deputy Year Leader may place the student in the Refocus Room until a parent or carer brings in the missing/correct article. Support will be given to parents and carers through our Hardship Fund at the discretion of the Senior Leadership Team to ensure students are not discriminated against. (Please refer to our Uniform Policy)

Report Cards/ Positive Report Cards/ Behaviour Support Plans

Report Cards are used by Year Leaders, Curriculum Leaders and Senior Leadership Team respectively to monitor student progress and attitude across the school for a minimum of two weeks. During the monitoring all class teachers, parents/carers and the supervising teacher complete each day to evaluate how well the student is getting on. For two or

more unacceptable marks in any given day, the student will come to an agreement with the member of staff as to a reasonable sanction. Students and parents/carers will be made aware of the reasons a Report Card is being put in place and any Early Help provision will be offered to the student in a bid to support positive behaviour and self-image. Persistent poor behaviour and defiance may result in a student being placed on a Behaviour Support Plan where parents/carers will be required to come into school and create a set of agreed targets and additional support strategies in order to promote more positive behaviours.

3. Rules relating to Year Leader Events and Serious Incidents

Year Leader events and serious incidents are those which warrant

- a parental meeting
- referral to the Refocus Room from the time of the event due to further investigation
- being housed at another school short term
- fixed term suspension
- Head Teacher's warning
- permanent exclusion

For damage to property students may also be required to pay costs of repair/replacement

Students **MUST NOT** bring drugs (including legal highs), alcohol, knives or any such item intended to be used as a weapon or cause injury, onto the premises or any article that the school reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage to the property of, any person (including the student). Whilst each incident will be dealt with case by case, a serious approach is adopted in such circumstances to ensure the safety and welfare of all pupils and staff and uphold the school's standards and expectations.

Students must not bring the following items to school for obvious reasons: cigarettes, E-Lites, vapes, Shisha Pens, matches, lighters, fireworks, chewing gum, whiteout, spirit-based marker pens, stolen goods, pornographic images and hand-held computer games. Such items can be searched for, confiscated where necessary and police informed if required.

For most Year Leader events and all serious incidents, students will be sent to the Behaviour and Welfare Team member of staff attached to their year group in the first instance, whilst further investigation takes place and a sanction and support is determined. The school will ensure that they work alongside parents/carers to support the child and promote more positive behaviours moving forward. Staff are to add a referral onto Go4Schools for any SI.

1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a	Students should be able to understand a request explicitly, <i>"I have asked you to ... This is a reasonable request. Can I confirm that you are refusing to do as I have asked?"</i> There must be no negotiation. A trauma informed approach will be used by staff members to
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member of staff.)	attempt to de-escalate issues prior to using this SI code. See toolkit for additional strategies.
2. Verbal or Physical abuse of staff.	This may include: • Pushing past staff with intention to harm • Swearing directly at staff • Rudeness and name calling
3. Exam misconduct	Students should follow instructions and make sure their behaviour during examinations is exemplary
4. Persistent Truancy	Students may only be out of lessons with the written permission of a member of staff/toilet pass. If a student does not arrive at a lesson the teacher emails 'missing student' to trigger an investigation. If a student is deemed to be truanting, they will speak with Year Leader for appropriate sanction and follow up.
5. Violent or dangerous behaviour	This may include: • Fighting • Threatening behaviour
6. Possession or use of alcohol or drugs	This is against the law and may result in permanent exclusion. Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.
7. Possession or bringing a weapon or dangerous item on to the school site	This is against the law, is extremely dangerous, and may result in a permanent exclusion.
8. Malicious setting off of the fire alarm	This is against the law, causes significant disruption to the whole school and may result in a fixed term suspension.
9. Deliberate damage to or theft of property	This may include: • Deliberate vandalism of school equipment, display boards, doors and windows. • Deliberate vandalism to the school toilets
10. Smoking / Vaping	Smoking/vaping is not permitted anywhere on the school site. If a student is seen smoking/vaping or has the clear intent to smoke on the school site, this may result in a fixed term suspension.
11. Bullying or prejudicial language directed at another person or discrimination based on culture, sexual orientation or	This may include: • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites during school time.

disability. (Please refer to our Anti Bullying Policy)	
12. Child on Child Sexual Violence /Harassment (please refer to our Child Protection Policy)	Sexual Harassment refers to unwanted conduct of a sexual nature and includes; Sexual comments Sexual jokes Physical behavior Misogynistic behaviours Online conduct – such as AI generated abuse

7.5 Reasonable force/**Restrictive Interventions**

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Significant incidents will be recorded and reported to parents as soon as practical (record made on CPOMS).

A significant incident is defined as “any incident where the use of reasonable force goes beyond appropriate physical contact between pupils and staff”.

Examples of where contact is “generally” appropriate include giving first aid, guiding or escorting pupils, comforting those in distress, praising them with a pat on the back or a handshake, demonstrating the use of musical instruments or exercises during PE/practical lessons.

The requirement to record applies even if the use of reasonable force and other restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Information to be recorded includes the names of pupils and staff involved, the needs of the pupil, time, date, location, the degree of force, post-incident support and why the force was used.

Pupils with SEND “may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others”. “This can lead to pupils with SEND being disproportionately subject to the use of reasonable force and other restrictive interventions.”

The guidance states that in the first instance schools should seek to “understand the underlying triggers challenging behaviour” to provide proactive support. It recommends schools use staff who know individual pupils well to help manage trigger points and develop strategies to reduce the need for reasonable force. Staff should “consider whether there are reasonable alternative ways to manage a situation and achieve the desired outcome”. They should consider the impact of reasonable force on a pupil’s overall welfare, balanced against any actions taken.

Reasonable force may be “particularly distressing” for pupils who have experienced an adverse life event, have a diagnosed or undiagnosed medical condition or communication difficulties. The DfE explicitly states staff should seek to “maintain respect for a pupil’s dignity”. This may “include, where possible, considering the location and environment where any intervention is used, such as in front of their peers. “Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.”

Staff should seek to “understand how the pupil is feeling and use this information to determine whether the use of reasonable force and/or other restrictive intervention should be, or continue to be, applied, reduced or stopped”.

De-escalation and prevention should be prioritised to minimise the need for restrictive interventions, the guidance states. Whole measures can include school and classroom environments to support all pupils, best practices to manage communal spaces and corridors, training staff in empathy and communication strategies and working on staff-pupil relationships.

School governors should “regularly review and interrogate data on reasonable force and other restrictive interventions”.

This should “identify any disproportionate use of reasonable force and/or other restrictive interventions in pupils who have protected characteristics, have SEN, or other types of vulnerability”. School staff should work with pupils with SEND and their parents for any necessary behaviour support plans.

Behaviour support plans should outline any adjustments, including where pupils find challenges in the classroom in communicating their needs. These plans should detail circumstances “where it may be appropriate for staff to have increased physical contact with a pupil”, and schools must have “risk assessments in place” for such scenarios. Any behaviour support plans “should be reviewed with the pupil and their parent periodically and following any significant incident”. This is so that changes “can be made based on

evidence of what has worked and what has not worked in practice for the individual pupil".

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items may be returned to students after discussion with senior leaders and parents/carers, if appropriate.

The Dormston School will follow West Midlands Police 'Possession of an Offensive Weapon or Knife in a Dudley School Guidance'.

Students who wear inappropriate items of clothing to school, including hoodies and trainers may also have them confiscated by any member of staff. They will then be available to collect at the end of the school day or by parents/carers.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher/deputy headteacher or pastoral or designated safeguarding lead.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher/deputy headteacher or pastoral to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3/7, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Bags
- Coats

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3/7) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present. However, school will always try to ensure a designated safeguarding lead is present or have authorised this.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3/7
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3/7). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

During live lessons students must have their microphones turned off and must not do anything to hamper the smooth running of the lesson. This includes typing of emoji's and inappropriate comments in the chat box. Lessons will often be monitored by additional members of staff and appropriate action will be taken with any students not following these rules which may include a student being banned from further online sessions.

7.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / deputy headteacher or designated safeguarding lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 No-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

The school also recognise the importance of the post incident response, understanding that for the targets of sexual assault there can be a number of physical and mental health implications which may require additional support. This may also require the school to support the alleged perpetrator with further information about harmful sexual behaviour and provide signposting to sources of aid this

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy and policy for managing allegations against staff for more information on responding to allegations of abuse against staff or other students.

8. Off-Site Directions, Managed Moves, Fixed Term Suspensions and Permanent Exclusion

Students who continue to experience behavioural issues, despite a range of interventions and pastoral support strategies being implemented, may be considered for an 'Off-Site Direction'. This process will be directed by the Head Teacher and does not require parental consent. Off-Site Directions will be considered under the following circumstances:

- A student persistently fails to follow the school's Behaviour Policy despite the tiered intervention/ support outlined in the Behaviour Policy.
- A student is involved in a serious breach of the school rules and their actions have put the safety of staff and/or other students at risk.
- A student has reached multiple fixed-term exclusions and/or refocus room.
- A student who is at risk of permanent exclusion.

Off-Site Directions allow a student to attend another educational setting to improve their behaviour for a fixed period or time prior to returning back to The Dormston School. Information will be transferred to the supporting school and interventions to support the child will be offered (and in the first instance be overseen by The Dormston School as the

home school) to ensure that students are supported in making better decisions and managing their behaviours in the future.

If an OSD is issued the school will give parents formal written notice at least 2 days before the placement starts. Parents have a right to formally request and attend a review meeting to challenge the placement.

Following a mid-term review, the receiving school may decide to offer a permanent place to the student converting the Off-Site Direction into a Managed Move. If an Off-Site Direction is unsuccessful or the student returns and no improvements to behaviour are seen.

The school can arrange a Managed Move between parents and another school (with their agreement) as an alternative to an Off-Site Direction. This must be permanent from the outset and cannot be used as a trial period. Please note Managed Moves cannot override normal admission over subscription criteria.

The Headteacher will seek the pupils views before an OSD or Managed Move is issued.

Fixed Term Suspension or Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The school can issue a safeguarding separation for students where safeguarding reasons apply. This is a non-disciplinary separation usually used whilst an investigation is conducted and is treated differently to a disciplinary or exclusion.

The decision to suspend or exclude will be made by the headteacher (or the deputy headteacher in their absence), and only as a last resort. The headteacher may exclude a student for one or more fixed periods, up to 45 days in any one school year. The Headteacher may also exclude a student permanently.

A permanent exclusion may be considered by behaviours such as:

- Violence to a teacher or other adult working with children.
- Violence to other children.
- Repetition of inappropriate behaviour or severe disruption.
- Gross defiance to all adults within school, including refusing to co-operate with senior staff or Head teacher.
- In response to a serious breach, or persistent breaches, of the school's behaviour policy.
- The school has exhausted all support strategies and are certain that no further support would rectify the issue. (This does not apply to exclusions resulting from a one-off incident)
- Where a student's behaviour means that allowing the student to remain in school would seriously harm the education or welfare of that or other students and adults within school.

If the Head teacher excludes a student, the parents/carers will be informed immediately, giving reasons for the exclusion. At the same time the Head Teacher makes it clear to the

parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs parents/carers how to make such an appeal.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term. It is good practice to inform the LA of fixed-term exclusions of 1 - 4 days also.

The governing body itself cannot either exclude a student or extend the exclusion period made by the Head teacher. The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the student was excluded, consider any representation by parents and the LA, and consider whether the student should be reinstated. If the governors' appeals panel decides that a student should be reinstated, the Head teacher must comply with this ruling.

On return to school the student will have a reintegration meeting with their Year Leader or a member of the Senior Leadership Team. A bespoke support package will be offered in order to support the student and promote more positive behaviours moving forwards. If a fixed term exclusion was issued due to poor behaviour within the Refocus Room, the student will also be expected to complete their sanction within Refocus before returning to mainstream lessons.

In some cases where internal and external school support is having little impact upon repeated poor behaviour Dormston School will offer further support in conjunction with Dudley Local Authorities 'Inclusive Pathways' service to ensure school and parents/carers are working together to support any potential unmet need and reduce the risk of a student becoming permanently excluded.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the student concerned

Where ever possible, staff will try to anticipate and remove triggers of misbehaviour such as through the use of;

- Sort, planned movement breaks for students with SEND who find it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training staff in understanding conditions such as autism and SEMH conditions
- Use the Inclusion Hub as a base where students can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include measure such as:

- Reintegration meetings
- Daily contact with the Childs Year Leader or the Behaviour and Welfare Team
- A report card with personalised behaviour goals
- Restorative programme (both internal and external)

NB: The school also work closely with Secondary Intervention and Prevention Officer who will deliver restorative / educational workshops, as deemed appropriate by the school, to prevent student behaviour escalating to criminal or unlawful activity.

11. Student transition

11.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint.
- The needs of the students at the school.
- How SEND and mental health needs impact on behaviour.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by Year Leaders and the Deputy Headteacher of Pastoral.

The data will be analysed from a variety of perspectives including:

- At school level
- By year group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher, deputy headteacher and governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 14.1). At each review, the policy will be approved by the governing board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies;

- Anti-Bullying policy
- Child Protection and safeguarding policy
- Mobile Phone Policy

This policy also adheres to the principles under data protection law. For further information please review our data protection policy published on our website.

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by governors annually.

Appendix 2: Rewards and Sanctions

Dormston School Prepared for Success - Rewards

Subject specific and Inter House competitions will also run alongside the reward system where house points will be awarded for individual winners or winning House.



Yearly

- ✓ Oscars;
- ✓ Positions of Responsibility;
- ✓ 100% Attendance;
- ✓ Top 10 Attendance in each Year.



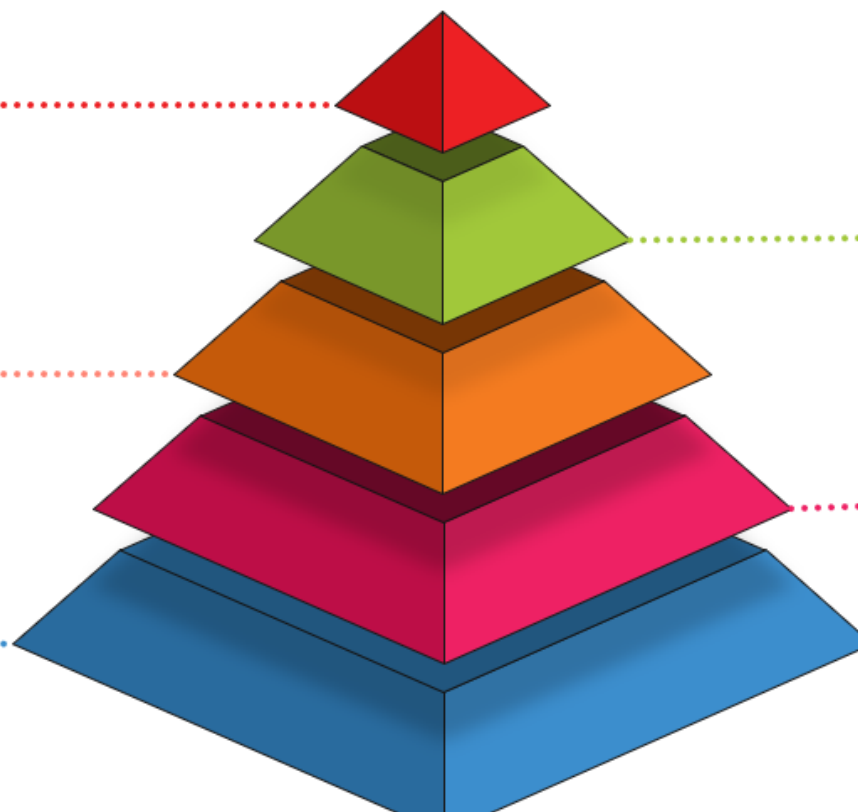
Termly

- ✓ Reward Assemblies;
- ✓ Core Value Stripes;
- ✓ Positive Points Reward.



Daily/Weekly

- ✓ Subject Teacher Positive Points;
- ✓ Fortnightly Effort/Attendance Reward;
- ✓ Curriculum Leader Quick Note;
- ✓ Phone call home.



Twice a Year

- ✓ Tie Rewards
- ✓ Effort Reward Afternoon / Pizza Reward Evening



Half Termly

- ✓ Learner of the Month;
- ✓ Head Teacher Commendation.



Dormston School

Prepared for Success - Behaviour for Learning



Positive Culture in Classroom

Meet & Greet, Do it Now, Positive Praise Points, Fortnightly Effort Reward via departmental nominations.



Positive Culture

1st Warning

First Warning Issued

Behaviour management strategies to be implemented in a calm and measured manner.



Last Chance Warning

All behaviour strategies exhausted.

2nd Warning

PAR

Parked in Another Room

Allows learning to continue and students to see positive role models. (-1 PAR Code)



Sent to BWT

Reflection of event. 2 periods plus social time in Refocus and Moving Forward Talk. (-2 BWT)

BWT

Effort, Knowledge, Respect, Responsibility, Resilience

Home School Agreement

By parents/carers choosing to send their children to The Dormston School we expect you to automatically support this agreement



School Will:

- Keep parents/carers informed of progress in all subjects at least twice a year
- Welcome the appropriate involvement of parents/carers in the daily life of the school
- Care for your child's safety and emotional well-being
- Provide a balanced curriculum and endeavour to meet the needs of your child
- Achieve high standards of work and behaviour through good relationships and a sense of responsibility
- Endeavour to ensure that your child feels a valued member of the school community and achieves their potential
- Set homework tasks (facilities are provided for your child to complete these)
- Contact parents/carers about concerns that affect your child's progress or behaviour
- Contact parents/carers if there is a problem with attendance or punctuality
- Arrange at least one Parents' Consultation Evening each year during which progress and next steps can be discussed
- Keep parents/carers informed about school activities through the weekly newsletter, letters home and notices about special events
- Actively discourage any form of discrimination/bullying

Parent/Carer: I/We will:

- See that my child comes to school every day and arrives on time
- Make the school aware of issues that might affect my child's work or well-being
- Ensure that my child is properly equipped for lessons (e.g. bag, stationery and books)
- Ensure that my child wears the correct school uniform (as detailed on website)
- Ensure that my child does not bring valuable items into school (e.g. mobile phone/air pods/smart watches) unless powered off in bag or left at Pupil Reception (statutory DFE guidance)
- Support school policies and guidelines for behavior, including not contacting my child during the school day (see school website)
- Attend Parents' Evening and other discussions about my child's progress
- Endeavour to get to know about my child's life in school
- Not take my child out of school during term time unless there are exceptional circumstances (approved by Head Teacher)
- Inform school of any changes of address/telephone number
- Treat all staff with respect and courtesy. Any insulting, aggressive or threatening behaviour will not be tolerated

Student: I will abide by the vision, mission and values of The Dormston School and I will:

- Arrive on time to school every day, fully equipped and wearing the correct uniform (including a school bag)
- Attend all lessons or follow modified timetable as agreed
- Have a positive and respectful attitude towards all staff, students, and other members of the school community
- Have respect for the property of others and the school environment
- Act as a positive ambassador for the school when off school premises
- Never harm, put down, bully or discriminate any member of the school community
- Listen to and be respectful of the opinions, views and beliefs of other members of the school community. Co-operate with all members of the school community
- Co-operate with systems in place designed to promote positive behaviour
- Follow school rules and be aware of the expectations of 'Prepared for Success'
- Not bring inappropriate or unlawful items to school including weapons of any type or illegal substances
- Understand that if a mobile phone is seen or heard it will be confiscated

Appendix 4: A summary of behaviour rules

- Bad Language and lack of respect are unacceptable and will not be tolerated.
- Students must not bring the following items to school for obvious reasons: Cigarettes, E Lites, vapes, Shisha Pens, matches, lighters, fireworks, chewing gum, spirit based marker pens, stolen goods, pornographic images and hand-held computer games. Such items can be searched for, confiscated where necessary and police informed if needed.
- Our school is a gum-free zone. Chewing gum is not allowed in school.
- The school has a reputation for its smart business-like appearance. Uniform should be correctly worn at all times, (including to and from school) except for special circumstances, which have been agreed by the Head Teacher.
- In keeping with our high standards of appearance, extreme hairstyles are not allowed in school. Examples of extreme hairstyles are multi-coloured hair, unusual vibrant coloured hair, shaved patterns, shaved hair etc. Extreme hairstyles are dealt with by Year Leader.
- The jewellery allowed by the school is one watch, one small, simple ring and one pair of the simplest, smallest earrings, flesh nose piercing. No other piercing are allowed. (See uniform poster on the website for further clarification). **Please note, alterations to the uniform and dress code can be made at the Head Teachers discretion.**
- Light, natural make-up is allowed as agreed by the Headteacher and teaching staff.
- All students should respect the environment and community by not dropping litter and use the bins provided. Our school is a graffiti-free environment and must remain so and therefore students should do nothing to alter this. Graffiti is unacceptable.
- Apart from areas reserved for eating and drinking, food and drink should not be consumed inside the school buildings with the exception of still water with the agreement of teachers.
- Students should not bring mobile phones to school. Any phone brought onto school site must be handed into Pupil Reception. Any phone used or heard will be confiscated.
- Students must not use the main entrance to the school.
- Certain areas of the school are out of bounds. These are clearly visible and reinforced by staff. Students must stay away from these areas.
- Students must arrive at school ready for morning registration at 8.40 a.m. 8.40am-9am pupils arriving through the main entrance at this time will be deemed as late and SLT/YL will greet, check well-being and issue BEH event where appropriate. The gates are closed at 9am in the interest of security. Students arriving after this time must report to the attendance officer.
- Students must not leave the school premises during the school day without first reporting to reception. Students must have a genuine reason for doing so and have parents' / carers permission. Please refer to the Attendance and Punctuality policy.
- Bicycles may be ridden to school but they must be roadworthy and kept locked in the cycle stands. No scooters are permitted. (In the interests of safety bicycles must not be ridden on school premises).
- In snowy conditions, for reasons of safety, students are not allowed to snowball anywhere unless the field when directed by staff.

Appendix 5: A summary of classroom behaviour: Students

Reset slides will be shared with students at the start of each half term to remind of the expectations within each department

Your behaviour should be good enough to allow all students in your class to learn and get the most from the lesson.

You are expected to behave as follows:

- Arrive at your lessons on time. Wait to be told to enter the classroom by your teacher. You must have a reasonable explanation if you are late. Apologise to the member of staff. You will be issued with a behaviour event.
- Start your 'Do it Now' activity within the first few minutes of entering the classroom.
- When told by your teacher, enter the classroom in an orderly manner.
- Bring the appropriate equipment to each lesson. Take out all books, equipment, pens, pencils as required. Put your bag away safely. Be ready to work straight away.
- Always work to the best of your ability. Do not distract or annoy other students - allow them to get on with their work.
- Raise your hand if you wish to speak - do not call out.
- Remain silent and concentrate, paying attention while your teacher or another student is speaking to the class.
- Do not eat or chew. When permission is given by your teacher, you may drink still water.
- You must have a good reason to ask to leave a lesson.
- Refer to go4school for set homework and use your planner where necessary to record notes.
- When told by your teacher to pack away, stand and put chairs or stools under the tables. At the end of the day, chairs and stools should be placed neatly under or on top of the table as required by the teacher.
- Make sure any litter is put in the waste bin and all books and equipment have been tidied away or collected as required by the teacher.
- Leave the room in a quiet and orderly manner when told to do so by the teacher wearing your uniform appropriately.
- In specialist areas e.g. Technology, Science, PE etc., you must be aware of any special rules which must be followed, particularly with regard to health and safety.

Conduct for moving around the school

- Always keep to the left on corridors and on stairs – stay in single file where possible and follow any one-way systems
- Walk quietly and sensibly along the corridors - do not run or push others
- Carry your bags safely to avoid hitting others
- Allow others their personal space
- Help anyone who may need assistance
- All litter should be put in a bin
- Queue patiently and quietly
- Be courteous, show civility - open doors for others
- Do not eat or drink in the corridors unless the weather is particularly bad and you have been given permission to do so

Appendix 6: Drugs: further information

Aims

To encourage our students to develop knowledge and skills to make informed and responsible choices. Students understand how to stay healthy. This is done through weekly power points, assemblies, PSHE, and the student/parent Home School Agreement also highlights that drugs are prohibited on school grounds.

Objectives

To promote students' self-esteem and confidence
To challenge attitudes that students may have regarding substance use and misuse
To provide students with the skills that they might need to avoid the misuse of drugs
To persuade those who are experimenting with or misusing drugs to stop
To ensure that all students at Dormston School are aware that we do not allow drugs on site
To provide opportunities for those students who are using drugs or have family members who misuse drugs to engage with agencies.

Definition of Drugs

Drugs are any substances which cause chemical and other changes to the mind and body. Legal drugs include medicines, alcohol and tobacco. Illegal drugs are classed under the Misuse of Drugs Act 1971 including Class A, B and C Drugs.

Illegal Drugs

It **MUST** be noted that any student bringing illegal drugs on site will be dealt with seriously and may result in the child being permanently excluded. The school will automatically contact the police in any drugs related incident. A referral will be made to Children's Services if a child is suspected of taking drugs. Parents/carers will be contacted on the same day in any drugs related incident where practicable and safeguarding procedures will be invoked in drug related incidents where a child is at risk. Any member of staff concerned about a student and drugs misuse must immediately contact the Designated Safeguarding Leads both in person and via CPOMS. Counselling and/or further support on the effects of drugs is available.

Legal Highs

So called 'legal highs' contain chemical substances which produce similar effects to illegal drugs. Some of these items have been legal in the past but with the Psychoactive Substances Act coming into effect in Spring 2016, none of these drugs are legal. All of these items will be treated as illegal drugs and may result in a permanent exclusion.

Should a student be found on the school site under the influence of drugs or alcohol, the school will contact parents/carers immediately and may contact Children's Services. Parent/carer will be expected to collect their child immediately. The school will reserve the right to inform the Police and/or consider a permanent exclusion depending upon the circumstances.

Prescribed Medication

Medicines which are prescribed by doctors for illnesses are to be handed into reception if they are brought into school and a form completed by parents. Thus, no child should carry any drugs on their person in school.

Tobacco

It is illegal for a person under the age of 18 to be sold cigarettes /vape. Smoking in a public place is also against the law. Any student found smoking/vaping on school premises, or off school site in uniform, or caught in possession of tobacco will receive a serious incident and an appropriate

sanction which may include a suspension. Smoking cessation advice can be provided for students.

Alcohol

Students are **not** allowed to bring or consume alcohol on the school site. If alcohol is brought or consumed on the school site parent/carer will be contacted and expected to come into school immediately. This may result in a suspension or exclusion. Students suffering from the effects of alcohol will be supervised until parents/carers attend to collect them. The school will exercise discretion as to whether medical attention or a referral to Children's Services is required. Counselling and/or further support on the effects of alcohol will be offered.

Drugs education takes place in:

Key Stage 3, 4 and 5 PSHE.

Science, where students consider biological information and health and safety issues.

English, where drugs issues arise in text.

Religious Education and other areas of the school curriculum where moral issues surrounding drugs are discussed. (This list is not exhaustive)