



Durrington High School

Student Behaviour Policy 2023

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

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1. Purpose of this policy

1.1 The trust, local governing body, Co-Headteachers and all staff at Durrington High School recognise that for our students to achieve their full potential there is a need for them to feel safe and supported in school. By having a culture in which the expectations (school rules) are clear all students will know what is expected of them and be able to focus on their learning free from distraction, disruption and/or worry. In summary good behaviour by all and at all times underpins the best possible education for all students. The Co-Headteachers take a strategic lead on the implementation of this policy along with the direct support of the Deputy Headteacher (Behaviour and Standards) and designated Assistant Headteachers (inc. SENCO).

1.2 Durrington has a clear set of rules, alongside four school (KAPP) values, that when combined define what is expected of every student as part of our school, and wider, community. By being as clear and consistent as possible with our expectations a safe, predictable and fair environment for all is maintained. The school recognition and rewards system (again framed on recognising our school values) is specifically designed to recognise and reward pro-social behaviours in students who purposefully make a positive contribution to our school and the wider community.

1.3 Students are taught and reminded about our school values, rules and expected conduct. This includes clear explanations of why values and good behaviour is important now, and in future life. Clear and consistent language, a focus on routines and the wider use of intervention (both proactive and reactive) are used to reinforce positive behaviours and also address situations where behaviour has not met expected standards. It is based on the clarity of expectations and that positive and trusting relationships are built. We will always respond promptly and act clearly to maintain a calm and safe learning environment for all.

1.4 The behaviour expectations as outlined in this policy apply to students at all times when they are:

- on the school site,
- representing the school (for example on a trip/visit/during an offsite activity/event)
- in the local community (examples* being when travelling to and from school each day or when they are known to attend Durrington High School)

2. The expectations of/rules for students

2.1 At all times all students are expected to follow The Durrington Way (see appendix A). These overarching set of principles codify what is expected for all, by all to create the culture and community we expect.

2.2 Students are expected, at all times, 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. Further specific examples* of how students are expected to behave are set out below:

2.3 At all times (including lesson, social, before and after school, when coming to/from school and if/when students are part of a school organised activity) **all students are expected to*:**

- speak respectfully to, and comply fully with the instructions given by any adult member of staff or designated trip/event leader or instructor; thus demonstrating proper regard for authority,
- never swear, shout or ignore any adult when they are being spoken to,
- avoid all physical contact with their peers and adults. Specifically keep hands, feet and objects to themselves and show self control when moving around on site.
- meet all aspects of 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). When taking part in any other activity (on or offsite) student's are required to be identifiable at all times. This means students are not allowed to have hoods over heads/faces or any after form of face covering (with the exception of Covid masks)
- never verbally abuse any other person (within our outside of the school community). Verbal abuse includes swearing* and/or any other hostile language perceived to be offensive.
- move around in a calm and controlled manner inside the building (walking on the left) and never running, shouting or pushing.
- never be involved in (directly or indirectly) any form of bullying. This includes never being part of (or the perpetrator of) any form of discriminatory behaviour (this includes* racist, sexist, homophobic comments.
- never (whether inside or outside of school) being in possession of/share/sell or use any form of illegal drug and/or legal high. Students must not arrive on the school site or to any school-related activity or event under the influence of any form of drug inc. alcohol.
- never make any form of making any form of malicious allegation against another student or member of staff
- avoid being present in any of the defined out-of-bounds areas when on the school site.
- not smoke, vape or be in possession of any form of smoking/vaping paraphernalia
- be respectful of school and other people's property. This includes*
 - putting any litter & recycling in the appropriate bins
 - treating property as if it were their own
 - not engaging in any vandalism or theft of materials/equipment, food etc.
- avoid any/all forms of confrontation with any other person(s) within our school community,
- avoid any inappropriate physical contact or intimidatory behaviour directed at other students and/or staff. For example*:
 - never engaging in any form of direct or indirect aggressive or threatening behaviour be this physical, verbal or written. This includes behaviour/communication through any form of electronic media. Students must never share (in any way) information that could cause harm or offence to any other person or platform.
 - never (inside or outside of school) 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 engaging in any behaviour or actions (be these verbal/physical/written and/or via any form of social media/electronic device) that violates the dignity of another person, makes them feel uncomfortable/degraded or creates a hostile, offensive or sexualised environment (KCSIE)
 - 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/or prolonged kissing) and/or pulling down/up clothing to expose underwear/genitals. Every student is expected to respect the personal space of others, regardless of the level of friendship/relationship, age and/or gender of the other person.

Sexual harassment and/or violence (in any context/format or location) is never acceptable and will not be tolerated (KCSIE).

- comply, in full and at all times (both inside and out of school) with the expectations set out in the student ICT usage agreement (Appendix K)
- 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 expectation applies from the moment students enter onto the site in the morning until 3.10pm (3.00pm on a Friday). smart watches (that can be used for outwards communication) are included within this ban.
- never repeat any form of negative behaviour or bully another individual or group of students/staff. As a generalised approach behaviour(s) that are repeated will likely warrant a more significant sanction.
- be helpful to all other members of our community/visitors to the site, especially when they see someone who is in difficulty

2.4 The 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/external referrals made.

2.5 During designated formal learning times (assemblies, period 1, entering and exiting lessons lessons) **students are expected to***

- **SLANT**: this means **S**it up straight, **L**isten carefully to the person(s) speaking, **A**sk and answer questions, **N**ot interrupting or disrupting in any way, and **T**rack the person speaking,
- be prompt in arrival, entering classrooms quietly and calmly; sitting as directed by the member of staff or as directed by any other adult in the room,
- demonstrate they are ready to learn. This includes having with them the correct equipment (the minimum expectations are blue/black pens, pencils, a ruler, a scientific calculator and a paperback book) and full PE kit on days they have PE lessons.
- complete all the tasks/work set to the best of their ability. This includes presenting their work in the neatest possible way (with clear structure) with demonstrable care given to spelling, punctuation and grammar (SPAG). This expectation also applies to out of lesson tasks (e.g. Homework and revision)
- behave in a way, for the duration of all formal learning times that avoids causing any form of disruption to teachers teaching and/or others learning. Behaviours are unacceptable and will be addressed include*:
 - failing, at the first time of asking, to follow staff instruction.
 - calling/shouting out,
 - arriving late to lessons (thereby disrupting their smooth start)
 - refusing to complete work
 - producing work that is substandard (in quality and/or quantity relative to individual ability),
 - repeatedly distracting other students (e.g. by making noises, turning around, making comments and/or tapping/throwing objects)
- not consuming any food or drink (other than water) during lesson times,
- be on time, every time to P1 and assemblies sitting in silence waiting for the learning/presentation to start (and/or register to be taken).

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

2.7 When sitting examinations (this includes both internal and public examinations and whether they are completed in classrooms or the main exam venues) there are a range of further exam-specific rules. Students are expected to:

- Support the smooth and efficient start to examinations by arriving*:
 - o a minimum of 10 minutes in advance of the stated start time of the exam with all the examination specific required equipment.
 - o lining up in silence and in fully correct school uniform
 - o knowing their own seat, candidate and centre numbers
 - o with no writing, symbols or drawings on hands/arms/other areas of their body (a breach of exam regulations)
- Conduct themselves/behave in a way that meets all additional exam board expectations. This includes*
 - o not turning or looking around
 - o being silent for the duration of exams and not creating any distractions to others (including on the way into and when exiting exam venues)
 - o following instructions from invigilating staff without comment
 - o ensuring no labels are on water bottles and no watches are worn
 - o ensuring no revision materials or notes/prompts in any format are taken into the exam hall
 - o 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 parties.

2.8 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 marked 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, are expected to provide and ensure their child wears a suitable helmet when riding to and from school
- parents/carers provide (and their child uses) a lock to reduce the risk of theft.

3. How we continue to develop staff, teach students about expected behaviour and engage with parents/carers and other stakeholders

3.1 A wide range of systems and structures are in place to embed the expectations as set out in this behaviour policy. These include*:

3.2 With staff ensuring that they have a clear understanding and high expectation of student conduct and behaviour which is commonly understood. Staff are supported in understanding and implementing these expectations through a wide range of CPD and communication including(

- ongoing daily teaching, modelling and communication by staff of what is expected of students in terms of their behaviour;
- high profile and consistent duty teams of staff (with school leaders who are highly visible) circulating and supervising behaviour before, during and after school; this includes a minimum of two duty staff available to advise and support colleagues (and address particular behaviour situations) throughout the school day;
- daily staff briefings across a range of teams within the school;
- carefully planned new staff inductions;
- continued investment in specialist staff professional development to ensure they have the widest possible range of understanding and skills in how to create the most effective school culture and best possible behaviour in school;
- key information about individual students being shared with parents/carers via Arbor, Parent mail, in 1:1 phone calls, emails and meetings;
- continued (significant) investment in a specialist behaviour, inclusion, SEN and pastoral support teams who work with students, parents/carers and outside agencies/professionals to support positive behaviour choices; this is in the number of actual staff and their continued professional development;
- the adoption, training and support for staff in understanding and using a range of behaviour-specific "tools" so as to redress disruptive behaviours using the least invasive intervention possible and in the most time efficient way;
- monitoring updates and evaluations presented to senior leaders and governors to track the progress of specific interventions and work in relation to behaviour;

3.3 With parents/carers

- regular (and where possible preemptive) communication with parents/carers regarding expectations and routines (e.g. reminders before the start to term/the school year);
- weekly communication with students within their company and year group assemblies and through their company teams/pastoral leaders;

- sharing and (expected) signing of the home school agreement so all stakeholders commit to supporting and abiding by this policy.

3.4 With students

- Students received regular input (teaching, direction and support) in relation to the expected behaviour at Durrington. This happens
 - at different timescales (from Co-Headteacher led assemblies at the start of term to form tutor instruction each morning*)
 - in a variety of different group settings (inc*. assemblies, form group period 1 time, intervention and support groups, 1:1, in parent/carer meetings)
 - in specific curricular lessons (e.g. SME)
- instructional notices (both within the building and around the site e.g one way, keep left, out of bounds areas) to guide students about the prosocial and positive behaviours expected of them.

3.5 Where there is a diagnosed (and sometimes suspected) specific “need”, that could reasonably be believed to be linked to a student finding it harder to consistently comply with basic expectations further support and intervention may be implemented to affect positive change. The responsibility to positively change a student’s behaviour choices rests primarily with the student themselves and also jointly with all adults/professionals involved in supporting the student.

3.6 The school closely tracks behaviour using a variety of live and summative data sets. Where possible (and capacity allows) we try to be as proactive as possible with interventions so as to identify and stop disruptive behaviour as early as possible.

4. The role of parents/carers

“The role of parents/carers is crucial in helping schools develop and maintain good behaviour. Parents/carers have an important role in supporting the school behaviour policy and are encouraged to reinforce the policy at home as appropriate” DFE July 2022

4.1 As a school we are proactive in working with all parents/carers both to maintain expected standards of behaviour and also ensuring that successes are valued and celebrated. Parents are expected to engage with the school and strongly encouraged to work with the school.

4.2 Examples of how parents/carers can be active in their support of the school include taking an active interest and ensuring that their child*:

- has consistently good attendance (96%+);
- arrives on time each and every day;
- wears the correct uniform, presenting themselves in line with personal presentation expectations and being properly equipped ready to learn;
- actively support (and as necessary reiterates) school rules and expectations and make it clear they too expect their child to adhere to them.

4.3 We also actively encourage parents/carers to nominate their child for KAPP awards so we too can recognise and celebrate individual student successes. This is done via the school website at <https://durringtonhighschool.co.uk/kapp/>

4.4 Where a child whose parent is a member of staff in the school is 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 non-involvement applies to sanctions issued and/or any onward referral to outside agencies (police/social care etc).

In this situation the member of staff has rights only as a parent. To prevent potential conflicts of interest we advise all staff who have children attending the school to nominate the child's/children's other parent/carer as the initial main point of contact for the school.

5. Rewards, recognition and student support

5.1 Rewards and recognitions occur in both a formal and informal way at Durrington. Informal rewards include

- direct verbal praise
- praise calls/emails home
- praise cards given from individual subjects/lessons
- "student of the week/term" recognition
- posts on the school social media
- rewards breakfasts with the co-headteachers (students being invited for one of a range of different criteria/reasons)
- recognition for specific successes within year group and house assemblies

5.2 The school also has a formal recognition and rewards system based on recognising student achievement in one (or more) of our core school KAPP values. There are wide-ranging criteria and opportunities for students to be recognised within KAPP and their success celebrated.

5.3 The school believes that by recognising and celebrating individual and collective successes our school community becomes more positive and successful. The underpinning values of Kindness, Aspiration, Perseverance and Pride will benefit students in all aspects of their life and are actively encouraged to develop these qualities to enable them to go on and make a positive contribution to the school and wider society.

5.4 Students have a wide range of opportunities to engage in the wider life of the school and are positively encouraged to do so. These include

- participation in one of the many clubs/extracurricular activities that change each term
- a number of time-specific challenges/events (examples being* debating, dance live, KAPP challenges, STEM as examples)
- by applying for and taking on a student leadership role (examples being *in the LRA, as a sports captain or as a senior student in year 10/11).

6. When students don't meet behaviour expectations

6.1 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.

6.2 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. The school and staff also have a legal right (which we reserve the right to exercise) to issue same-day sanctions with no notification (however we will always try to notify parents/carers if we are issuing a same-day sanction for a student after normal school hours).

6.3 Sanctions are non-negotiable however the school will always be happy to explain the reasons for issuing a sanction or not. The purpose of a sanction is to deter the individual from behaving in the same way again.

6.4 Decision making in relation to the use of sanctions is regularly reviewed to ensure they are promptly issued, consistent with this policy, fair and proportionate in relation to the behaviour displayed. A core team of specialist staff are responsible for the consistency of sanctions led by the Deputy Headteacher Behaviour. Specialist staff are also used when it is judged their input would support in the decision making. This may include one of the SENDCo's, the Designated Safeguarding Lead and/or other pastoral staff.

6.5 All sanctions set will take into account any (known) contributing factors (including family, SEND, bullying, child protection issues and/or a specific mental health need). This does not mean that a student should not be responsible for negative behaviour however it may mean a reasonable adjustment is made to the initial sanction. For children with specific needs sanctions will follow the principle of "the decision being a proportionate means of achieving a legitimate aim". The school will not assume that because a student has a specific SEND need and/or there is a wider context for the individual, that these must be the reason for the individual's behaviour. This is a question of judgement for the school (not parent/carers, student or any other person) to make based on the facts of the situation. Reasonable adjustments to remain at the discretion of the school.

6.6 In some cases, when a student's behaviour is persistently disruptive and support or sanctions are not deterring misbehaviour further action is needed and will be taken. In serious and/or repetitive cases the student may be suspended or excluded from school. This includes circumstances that endanger the safety of any other student or staff member. In the most extreme situations or where, over a sustained period of time there has been persistent breaches of school rules (despite significant intervention and support) permanent exclusion may be considered as an option.

6.7 Permanent exclusion may also be considered as an option in the most extreme situations (both within and outside of school). Examples of behaviour that could trigger an immediate permanent exclusion include*

- a violent, sustained and/or repeated instances of physical assault,
- an extreme act of bringing the school into disrepute or targeting a member of staff,
- possession of/dealing of illegal or harmful substances,
- bringing as weapon (or item that could be used to cause harm to others) onto the school site
- arson

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. The headteacher may choose (and has the legal right) to sanction a student(s) for their behaviour in the wider community; this includes up to and including permanent exclusion.

7. Support for students who present with more complex or repetitive behaviour(s)

7.1 The school has a wide range of approaches to identify barriers to learning/the specific needs of individuals and then put support in place for them individually to help them make better behaviour choices. Our inclusive and supportive environment is focused on giving each and every student the very best opportunity to be successful but also balancing this against the right of all other students to learn in a safe and disruption free environment. An understanding of, and provision for, identified SEND needs is at the forefront of our approach.

7.2 Following a specific need/barrier to learning being identified the APDR (Assess, Plan, Do and then Review) approach is used to frame a package of individual support (inclusive of any reasonable adjustments). One or more specific assessment tools may be used to explore and identify areas of potential need; with further engagement with professionals supporting this if/when need is potentially more complex to understand and put in support for. It remains the role/remit of professionals to make formal diagnoses.

7.3 Reasonable adjustments are determined by a range of factors at any particular time, these including* cost, staffing capacity, sustainability, anticipated duration and impact. The purpose of any reasonable adjustment is to enable the individual to remain in lessons, learning and progressing alongside their peers; whilst at the same time maintaining a disruption free and safe environment for all others in school. If a student does have an identified/diagnosed need this does not mean they are exempt from meeting our core behaviour expectations/rules. In these cases further reasonable adjustments may be considered and/or reasonably adjusted sanctions to deter the student from repeating the negative behaviour.

7.4 In order to support a student/students there is a need for them to:

- a) actively want the support/positive change (beyond just verbalising this);
- b) be willing to engage with and follow any specified support plan;
- a) taking responsibility if/when they have got things “wrong”;
- b) work with staff/the support on offer and follow (at all times) the provision outlined on any personal support plan;
- c) behaving safely and not, under any circumstances creating a risk of harm (significant or persistent) to themselves or others in the community.

7.5 The school continues to invest in a team of specialist staff (at all levels) who offer a wide range of information, support, guidance and 1:1 provision designed to address identified needs and encourage positive behaviour change. Beyond the school staff work with a range of outside professionals (both within statutory agencies and the wider sector). It is expected that all work is “joined up” and solution focused. It is highly unlikely that the school environment is the cause of a student’s poor behaviour and hence a holistic approach is considered when it comes to planning for change.

7.6 By choosing Durrington for their child’s education parents/carers are expected to engage with the school and be supportive in creating a clear and consistent message to their child regarding expected behaviour.

8. Policy updates and 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 and that integrate with this policy include*:

| Within school | Legislative/government guidance |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• 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 & social media acceptable use policy• Exclusion Policy• DHS child protection policy - | <ul style="list-style-type: none">• Education act 1996, 2002 & 2011• Education and Inspections act 2006• Equality Act 2010• DFE Guidance documentation for schools including:<ul style="list-style-type: none">• Ensuring good behaviour in schools (Sep 2012)• Behaviour in schools (July 2022)• Screening, searching and confiscation (Feb 2014)• Use of reasonable force (July 2013)• Suspension and Permanent Exclusion (May 2023)• Preventing and tackling bullying (July 2017)• Keeping Children Safe in Education (2023) |

Appendices:

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: The Durrington Way

Appendix B: Further information on bullying

Appendix C: The leadership of behaviour/student support

Appendix D: Transition

Appendix E: Rewards and Sanctions

Appendix F: Malicious allegations/threatening behaviour directed at staff

Appendix G: Use of reasonable force

Appendix H: Screening, Searching and confiscation

Appendix I: Controlled drugs and legal highs

Appendix J: The home school agreement

Appendix K: Dysregulated behaviour

Appendix L: Student use of ICT expectations

Appendix M: Incidents that occur outside of school

Appendix N: Internal exclusion processes

Appendix O: Suspensions

The Durrington Way

At Durrington High School, every member of our community commits to having the very highest expectations of themselves and others.

We show Kindness, Aspiration, Perseverance and Pride in all that we do

We do this by:

- Being present in school, each and every day, being punctual to school and all lessons.
- Working hard with high levels of focus and effort - in lessons and at home.
- Wearing full and correct uniform at all times.

We are kind and show respect to each other

We do this by:

- Always responding to instructions with respect and at the first time of asking.
- Thinking before we speak, type, send and act.
- Listening to the thoughts and respecting the feelings of others.

We maintain a calm and purposeful atmosphere

We do this by:

- Walking on the left of the corridor and talking **quietly** and to the people who are closest to us when moving around the school.
- Behaving in a sensible way at all times and not causing harm to others.
- Talking calmly, respectfully and kindly at all times.

We take responsibility for our own learning

We do this by:

- Using SLANT to focus in period 1, lessons and assemblies.
- Being prepared with the correct equipment.
- Showing pride in the quality and presentation of our work and responding to feedback.

We make a valuable contribution to the school community

We do this by:

- Taking care of our school environment and thinking about sustainability
- Respecting and celebrating diversity in all areas of our community
- Seeking out extra curricular opportunities to improve our skills and knowledge.

Appendix B: 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 group/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 July 2017)

Types of bullying

The three main types are:

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

There are also more specific named types of bullying:

| | |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RACIST | 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. |
| SEXUAL | Bullying aimed at someone specifically because of their gender. |
| HOMOPHOBIC | Bullying of someone because of their sexual orientation. |
| SPECIAL NEEDS | 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 |
| CYBERBULLYING | 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 suspension

In the most extreme of cases the Headteacher 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 C: 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 D: 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 E: 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 at social times
- 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
- School-based community service (e.g. litter picking, tidying a classroom)
- Completion of written reflection tasks
- Loss of a specific responsibility (e.g. sports captain, senior student status)
- 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)
- Departmental behaviour reports
- Company behaviour reports (at a variety of levels)

- Fixed duration removal/relocation of a student from a particular lesson
- Removal from lessons for a fixed period of time,
- Internal exclusion within school,
- External suspensions
- Directed alternative provision arrangements (on or off site)
- Permanent exclusion

The issuing of a sanction will always focus on the behaviour of the individual student 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 will always be a 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.

If a student is required to be removed from a lesson (or any other environment) due to their behaviour they should expect to be sanctioned. Removal to the study room will necessitate an immediate sanction. Removal forms part of a graduated approach and is always aimed at ensuring lessons can

continue free from disruption.

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^s 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*)

^s *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. 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 Arbor.

The school has and may, depending 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.

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

Appendix F: Malicious allegations/threatening behaviour directed at staff

Durrington High School has a duty to safeguard all members of our community including our 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 G: 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,
- causing 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 H: Screening Searching and confiscation (Sub policy)

“Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps establish an environment where everyone is safe” (SSC July 22)

The school recognises that the power to search can play a vital role ensuring our community remains safe for everyone. The Head teacher, and staff authorised by the Head teacher have statutory powers

to search a student(s) or their possessions. 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).

(these are known as “category 3” items)

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)
- the possession of any electronic material (messages/images/videos or similar) stored on a device that (may or may not be illegal in nature) and/or cause harm/distress to any other member of the school community. These electronic items may be detrimental to maintaining high standards of behaviour and/or a safe environment.

(these are referenced as “any other prohibited item”)

The above listed items 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.

Searching process/procedure

Where time/the situation allows:

- the search will be discussed and pre-agreed with one of (Co-Headteachers, deputy headteachers, DSL and/or AHT with behaviour responsibility)
- the search will be conducted by two members of staff (again where possible they will be the same-sex as the student being searched)

- one (or both) members of staff will have a pre-established working relationship with the individual benign searched
- the individual being searched will be encouraged to empty pockets/backpacks/lockers etc with the aim being to avoid (where possible) any direct contact staff-student.

As part of searching for banned items the school also has the right to

- review and use its CCTV
- cut locks from and/or search school lockers

Staff also have the right to consider and use reasonable force to search for items banned identified in category 3. The use of reasonable force will generally be a last resort; the discretion and decision to use this being that of the most senior member of staff present in the situation.

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/vaping 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.

Appendix I: 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 J: 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 K: 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 L: 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 organised 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 M: 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,
- Safeguarding concerns to the WSCC safeguarding team 01403 229900 (office hours) or 03302226664 (out of hours)
- 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 N: 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 O: Suspension from school.

See separate suspension information.