



BEHAVIOUR AND DISCIPLINE POLICY

Reviewed: September 2022

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Person responsible for policy: GLD

Behaviour and Discipline Policy

1. Aim

At Droitwich Spa High School we have high expectations of our students' behaviour. We are committed to ensuring that they behave in a courteous and responsible manner, showing respect for other people and the environment. We want an environment where there is good behaviour and effective discipline, one in which every individual can learn and thrive and, when mistakes are made, learn from their experience. Our Code of Conduct should be upheld by all:



We are committed to eliminating all forms of discrimination, harassment and bullying. We seek to promote equality of opportunity, the welfare of students and good relations across the whole school community. We also strive to ensure that students receive behavioural support according to their needs.

2. Jurisdiction

The school's jurisdiction in taking disciplinary action extends to offences which take place:

- on the school site during the school day
- during lunchtimes
- when students are travelling to and from school
- whilst students are in school uniform
- whilst students are at an official school activity, or on an official school journey, visit or activity off the school site.

The school may also impose penalties when a student has used the internet or a mobile phone outside school hours to harass or intimidate another student or member of staff. Similarly, if a student is convicted of a criminal offence, whether perpetrated outside school hours or away from the school site, the Headteacher reserves the right to impose a period of time in the Refocus Room or to impose an exclusion, fixed-term or permanent.

3. Behaviour at Break and Lunchtime

At lunchtime we expect students to continue to follow the school's code of conduct. This means they should:

- Demonstrate kindness towards all who study and work at the school
- Demonstrate care and respect for the environment

- Use appropriate language
- Put all litter in the bins provided
- Play games with due care and attention to others and to parked vehicles
- Follow the signs around school that clearly mark the areas which are out of bounds
- Be aware of health and safety issues and act accordingly
- Respond positively and without challenge to instructions given by all supervising adults
- Show an awareness and courtesy to all visitors to the school
- Avoid unnecessary and inappropriate physical contact

Members of staff are on duty at break and lunchtime to ensure students behave safely and respectfully.

4. Rewards

We believe in rewarding good behaviour and celebrating the success of our students because we know that the effective use of praise and rewards plays a significant role in raising self-esteem and achievement. We do this through such means as:

- Use of Arbor/DSHS App to reward students both in and out of lessons. Students are able to collect praise points and spend them on rewards via the school shop.
- Verbal praise
- Positive written feedback
- Stickers for good work in class or homework
- Letters of Commendation from Head of House or SLT
- Commendations (These are worth 2 House Points. Each member of staff can award 2 per half term)
- Certificates
- Subject specific prizes
- Trophies (sporting and academic)
- Promotion to the position of a class officer, for example tutor group or house captain
- Curriculum Awards
- Mention in the Stars of the Week Section of the Newsletter
- Other Articles in the Newsletter
- E-mails to tutors, teachers, heads of department and heads of house
- Announcements in assembly
- Displays of students' work
- Recognition for reports
- Articles in the local press
- Annual Awards Evening
- Letters; postcards; phone calls; text messages home

5. Sanctions

We are committed to responding to poor behaviour with consistency and fairness. To this end the Code of Conduct (Appendix 1) is displayed in each classroom. There is also a guide for students titled 'Choices and Consequences' (Appendix 2).

- a) Demerits** – All staff will be expected to use Arbor to enter demerits for incidents of misbehaviour. These are deducted from students' total number of points in Arbor.

b) Detentions

The school uses detentions in the following circumstances:

- Basics Detention

This is held every break time for students who are late to school that day or arrive with a minor uniform infringement.

- Stage 1 Detentions

A detention can be held at break and/or lunchtime with any member of staff. This might be for students who are late to their lesson, have failed to complete homework, have been disruptive or failed to respond to our Code of Conduct. Failure by the student to respond positively to such a sanction can result in a Stage 2 Detention.

- Stage 2 Detentions

These take place at lunchtime and occupy the whole of the lunch break. (Students are able to eat their lunch during the detention.) These are issued by classroom teachers for persistent or serious disruption in lessons. They can also be issued by the pastoral team for poor behaviour at break or lunchtime or persistent refusal to follow the Code of Conduct.

- Stage 3 Detentions

These take place after school and are issued for more serious lack of co-operation/refusal and/or persistent misconduct. Parents are usually notified at least twenty-four hours in advance if an after-school detention is to be served; it should be noted that parental consent is not required for detentions.

c) Confiscation

Items of clothing, jewellery or mobile electronic devices which are being worn or used in a way which contravenes the school's published policies may be confiscated. They will normally be returned at the end of the day but in exceptional circumstances they may be retained overnight, or retained for a limited time until parents are able to collect the items. Items which may pose a threat to the health and safety of the possessor or to others will also be confiscated. The school also asserts its legal right to search without consent for prohibited items as defined under Section 550ZA of the Education Act 1996 and Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012. These items include: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes and vaping paraphernalia, fireworks, pornographic images or any article that has been or could be used to commit an offence, cause personal injury, pose a threat to the students or others or damage to property.

d) Behaviour Reports – there are 7 levels of behavioural reports:

- i) **Subject Report** - if a student's progress and behaviour in a subject area need monitoring then the student is placed on a subject report. The teacher monitors the student's behaviour and keeps the Head of Department informed

- ii) **Tutor Book Report** – this is where a student reports to their form tutor for a period of two weeks in the first instance. This allows tutors to monitor a student’s behaviour daily and refer any ongoing concerns to the Head of House. Students take this report home each day for their parents to monitor.
- iii) **Head of House Book Report** – this is a formal report and lasts for two weeks in the first instance. Students are required to report to the Head of House at the end of each day with their completed report. Students then take this home for parents to monitor. Heads of House are able to extend the period of time in which students are monitored, should this be necessary.
- iv) **SLT Book Report** – this is a formal report and lasts for two weeks in the first instance. Students are required to report to a member of the Senior Leadership Team at an agreed time each day, with their completed report. Students then take this home for parents to monitor. This report is often issued at the same time as a Pastoral Support Plan.
- v) **Refocus Room Report** – this report is on a student’s stay in the Refocus Room and records the student’s attitude and behaviour during that time. It informs subsequent discussion with parents/carers during the reintegration meeting following the period within the Refocus Room.
- vi) **Readmission Report** - this lasts for two days and follows an exclusion and readmission meeting with parents/carers. It is also used at the reintegration meeting with parents/carers following a period within the Refocus Room. Satisfactory completion of this is one of the requirements of readmission. A Pastoral Intervention Plan is completed within the re-admission/reintegration meeting which enables expectations, standards and support from school to be recorded and signed by all parties.
- vii) **Pastoral Support Plan (PSP)** – Students who require specific behaviour/pastoral support, or who may be at risk of permanent exclusion, may be subject to a Pastoral Support Plan. This is agreed and signed at a meeting of the student, a parent/carer, Head of House and a senior member of staff. It sets clear guidelines and expectations, defining the support that will be provided and the targets the student is to work towards.

e) **The Refocus Room**

Students who are at risk of exclusion may be referred to the Refocus Room. This facility enables students to carry on with their work, whilst offering them an opportunity to reflect on their conduct and behaviour. They will be supported by the Restorative Intervention Team to consider ways in which they can better manage their own responses and behaviour. Referral to the Refocus Room mirrors closely the process for an exclusion; senior leaders make all decisions concerning the imposition of this sanction.

f) **Fixed Term Exclusion from School**

This is the most serious sanction that we have in school other than permanent exclusion. Cases to be considered for exclusion are supported by clear, written records. These include student statement forms, staff statement and/or referral forms and, where appropriate, an SLT written summary.

A fixed term exclusion will always be considered for:

- swearing directly at a member of staff
- unauthorised photographing or recording in lessons
- unauthorised photographing or recording of students or members of staff
- sharing unauthorised images or videos at any time of students or staff, either in person or electronically
- physical violence

The Headteacher makes all decisions on exclusions based on the recommendations by the pastoral team.

Wherever possible, parents are informed by a phone call when a student is to be formally excluded. This is then confirmed in writing. Exclusions from school are followed by a readmission meeting where the parents/carers of the student concerned are required to meet the relevant Head of House or Senior Staff to discuss the incident leading to exclusion and the student's reintegration back into school. A Reintegration Form is completed within the re-admission meeting which enables expectations, standards and support from school to be recorded and signed by all parties. The student is placed on a readmission report for 2 days; unsatisfactory completion of this can lead to an exclusion being extended.

g) Permanent Exclusion

In exceptional circumstances the Headteacher may decide to exclude a student permanently. This may be for persistent refusal to comply with the school's Code of Conduct. The Headteacher may also decide that it is appropriate to exclude a student permanently for a 'one off' offence. Examples include:

- a) serious actual or threatened violence against another student or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug or substance;
- d) carrying an offensive weapon. (Schools now have a power to screen and search students.)
- e) malicious allegations against members of staff
- f) extreme instances of misusing social media to intimidate, harass or create fear among members of the school community
- g) using social media to circulate images or recordings of students or staff with the intention of causing distress or reputational damage

The school follows National guidelines on exclusions. A copy of the guidelines is available upon request.

h) Managed Moves

In some circumstances a student and their parents may be offered the chance of a Managed Move to another local secondary school. This is the chance for a fresh start, a ten week placement which, if successful, can become a permanent change of school. Such arrangements are made by the Headteacher through the local Fair Access Panel.

6. Responding to and Recording Incidents.

a) Emergency Call

All departments have a Departmental Emergency Call timetable identifying teachers available to support should an individual student's behaviour require it. The Head of Department can contact Reception for additional support from a member of the SLT who is on the whole school Emergency Call Rota.

b) Referrals on Arbor

These allow staff to record information and to request further action. There is a clear expectation that staff take responsibility for initial action and this must be recorded. There is also a clear escalation of intervention through to SLT.

c) Behaviour Monitoring using Arbor

This enables all staff to record electronically rewards given as well as incidents of poor behaviour. This information allows the close monitoring of the behaviour of individual students and also allows the school to identify trends in certain classes or groups of students.

7. Support for Behaviour

a) Inclusion Centre

The Inclusion Centre is used to provide a base for students with social and emotional difficulties. Activities in the morning, at break, lunchtime and after school, coupled with close communication with parents, are used to help identified students develop socially and emotionally in a safe setting.

b) Managing Feelings and Mentoring

Students requiring more focused support can be referred to:

- School Counsellor
- Managing Feelings Programme
- On Side Advocacy which provides support to improve mental health
- Mentoring

c) Outside Agencies

The school will seek the support of outside agencies whenever appropriate. These agencies include the Child and Adolescent Mental Health Service (CAMHS), the Education Welfare Officer, Social Services, Family Doctor and Family Services, School Nurse, Police and Drug Agencies. In normal circumstances this involvement will be with the agreement of the student and parents/carers. In most cases agreement is a prerequisite for a referral.

d) Diverse Curriculum

Where appropriate alternative educational provision will be sought. It could take the form of a tailored diverse curriculum including college provision and work experience.

8. Searching students and their possessions

If teachers judge this to be necessary they are empowered to instruct students to turn out their pockets or their bags, and impose penalties if students refuse to do so. The Headteacher will also authorise the search of a student or their possessions (including bags) without their consent for weapons, controlled drugs, tobacco, vapes and vaping paraphernalia, alcohol and stolen property, as well as anything that is deemed to be a potential risk to the student and others. If found, such items will be confiscated, logged and handed to the police.

9. Physical Intervention

In exceptional circumstances, school staff may use reasonable force to control or restrain a student in accordance with accepted practice. Reasonable force may be used, where necessary, to stop students committing a criminal offence or causing damage to property or harm to themselves or others. The school will report to the parents/carers any significant incident where a member of staff has used force on a student.

10. Roles and Responsibilities

The Senior Leadership Team

- Ensure that good lines of communication exist within the school and with parents/carers, Governors and the community
- Encourage a partnership between the home, school and outside agencies
- Expect and maintain a consistently high standard of students' behaviour
- Ensure that these standards and the upholding of this policy are consistently applied throughout the school
- Always support staff, providing that they have acted in line with the aims and practice of this document
- Ensure that temporary staff employed to work at the school are aware of the policy and procedures
- Encourage consistency of response to both positive and negative behaviour
- Monitor, evaluate and review this policy against the behaviour of students at the school.

All members of staff working within the school

- Are aware of, and adhere to, the Behaviour and Discipline Policy
- Take responsibility for maintaining good behaviour throughout the school
- Provide positive role models for students that reinforce good behaviour and create appropriate professional relationships between staff and students
- Promote the values of honesty, fairness, trust, politeness and respect for others
- Accept that behaviour for learning is a skill that needs to be taught
- Encourage students' self-esteem by addressing the behaviour and not the person.
- Praise students more than criticise
- Make effective use of the rewards system for promoting behaviour for learning

All students at the school

- Know and follow the school Code of Practice
- Are capable of making informed choices about their behaviour and understanding the consequences of making the wrong choice
- Recognise that effective behaviour for learning will enhance their life chances
- Develop self-discipline, self-control and confidence in themselves as a valued member of the school community
- Show co-operation, consideration and common sense in their interaction with staff and other students
- Develop an ability to resolve conflict in a rational way

Parent/Carers and other stakeholders

- Are confident that all students will receive support when needed
- Feel welcome in school to discuss a student's behaviour in a positive atmosphere
- Share the aims of the school's approach to matters of behaviour
- Are familiar with the policies existing in the school to promote good behaviour

Droitwich Spa High School and Sixth Form Centre takes its responsibilities as a data controller and data processor seriously and are committed to using any personal data collected and held in accordance with the law. The schools policies, privacy notices and forms in relation to personal data are available for you to view on our web site at www.droitwichspahigh.worcs.sch.uk or by using the <https://public.droitwichspahigh.worcs.sch.uk/privacy>. The School's Data Protection Officer is the *Governance Manager* who can be contacted at Droitwich Spa High School and Sixth Form Centre, Briar Mill, Droitwich, WR9 0AA or by email at privacy@droitwichspahigh.worcs.sch.uk

Appendix 1



**DROITWICH SPA
HIGH SCHOOL
AND SIXTH FORM CENTRE**

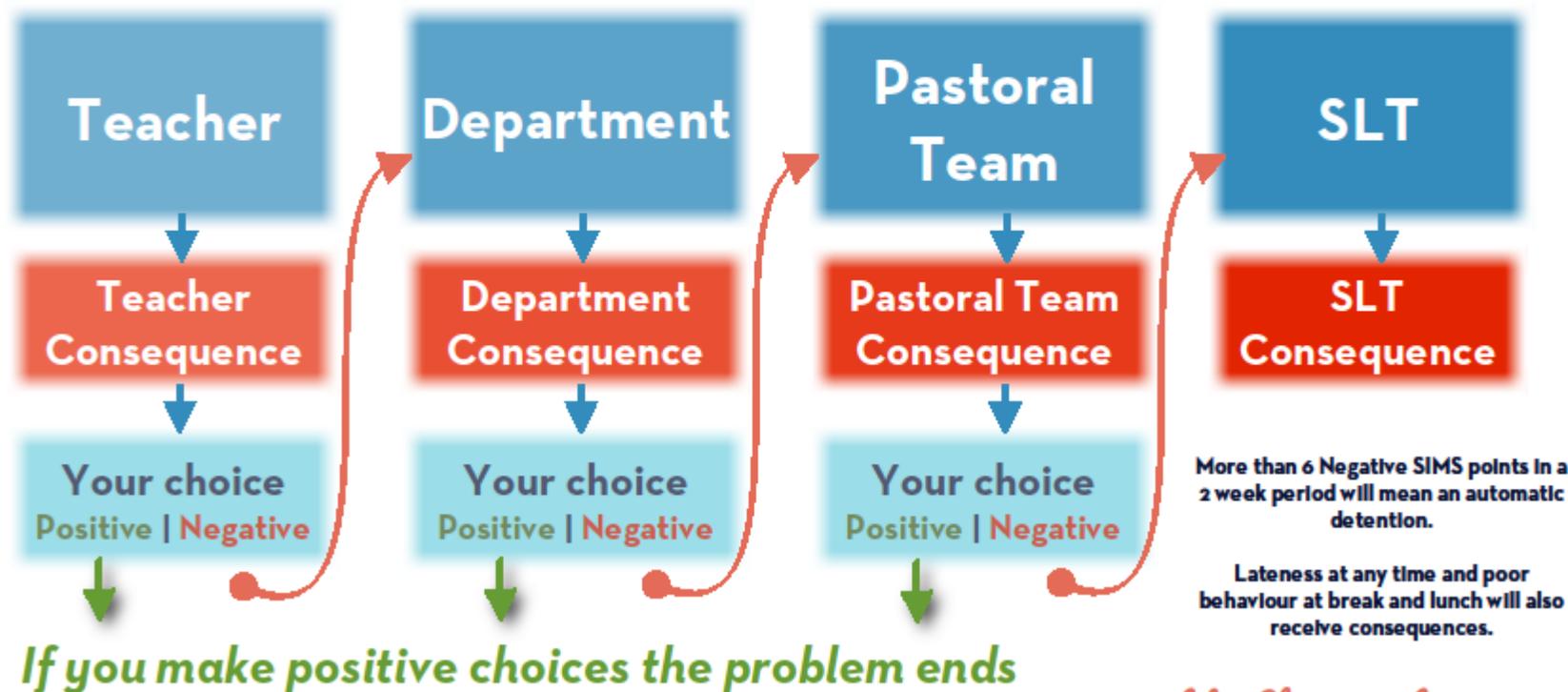
Have a
Mind
to be
Kind

Life. Changing. Learning.



CHOICES AND CONSEQUENCES

You can choose to behave well at any point even when you have already made a mistake



Life. Changing. Learning.