

## POLICY FOR MANAGING BEHAVIOUR AND ATTITUDES

Person responsible for updating policy:	GLD
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Review Date:	July 2024

### Purpose

The purpose of this policy is to make it clear to students, teachers, parents, governors and any other stakeholders:

- what our expectations of behaviour and attitudes are;
- how we intend to promote good behaviours and attitudes (and discourage negative behaviours and attitudes);
- what happens when students display positive behaviours and attitudes;
- what happens when students display negative behaviours and attitudes;
- that students are to be treated fairly and with appropriate consistency.

### Preface

This policy is based on the advice and guidance available as follows:

Source	Title	Link
DfE	How school staff can develop a behaviour policy.	<a href="https://www.gov.uk/government/publications/behaviour-in-schools--2">https://www.gov.uk/government/publications/behaviour-in-schools--2</a>
DfE	Guidance explaining the powers schools have to screen and search pupils, and to confiscate items they find.	<a href="https://www.gov.uk/government/publications/searching-screening-and-confiscation">https://www.gov.uk/government/publications/searching-screening-and-confiscation</a>
DfE	Guidance about the use of physical restraint in schools for governing bodies, headteachers and school staff.	<a href="https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools">https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools</a>
DfE	Guidance on the suspension and permanent exclusion of pupils from local-authority-maintained schools, academies and pupil referral units.	<a href="https://www.gov.uk/government/publications/school-exclusion">https://www.gov.uk/government/publications/school-exclusion</a>
DfE	Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act.	<a href="https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools">https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools</a>
DfE and Department for Health	Guidance on the special educational needs and disability (SEND) system for children and	<a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a>

and Social Care	young people aged 0 to 25, from 1 September 2014.	
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## Jurisdiction

This policy relates to all of the following activity:

1. Being on site during the school day (including break and lunchtime);
2. Being on site during other events (e.g. open evening);
3. Being offsite on a school activity (e.g. an educational visit or alternative provision or work experience);
4. Students travelling to and from school;
5. Any activity when students are in school uniform;
6. Use of electronic devices (including mobile phones) / social media / messaging outside of school hours to harass, discriminate against, intimidate or embarrass another student or member of staff (especially where such activity brings problems into school)\*

\* these instances are likely to also involve either the school or the victim (or his/her/their family) contacting the Police and other relevant authorities.

If a student is convicted of a criminal offence (whether perpetrated outside school hours or away from the school site) that brings into question the future safety of the other students on roll (or staff) the Headteacher reserves the right to seek alternative provision and/or impose internal isolation, suspension or permanent exclusion.

## Underpinning Principles

### *Expectations*

The research we have undertaken is clear that, as far as practical, it is better when policies regarding behaviour are simple.

Our expectations are simple. They are that all members of the school community should be:

1. Ready
2. Kind
3. Respectful

There is deliberately no nuance in these words. Below are *some* (rows are *not* exhaustive) ways that readiness, kindness and respectfulness can be demonstrated.

The first row are essentials. They should be recognised and rewarded. By implication, the lack of any of these things (or doing the opposite of them) is a negative behaviour that needs to come with appropriate follow up action.

There is a clear overlap between with our Personal Development Policy: the second row are personal development opportunities that should be encouraged and, when demonstrated, be celebrated.

	<b>Readiness</b>	<b>Kindness</b>	<b>Respectfulness</b>
Behaviours and attitudes	<p>On time to school and to lessons</p> <p>Attending regularly</p> <p>Wearing the full uniform correctly</p> <p>Having the correct equipment (including kit and ingredients)</p> <p>Keen and ready to learn – be alert / concentrate / be on task / be willing to participate and to try</p> <p>Meeting deadlines and completing homework tasks</p> <p>Taking responsibility for own actions</p>	Supporting individuals and the wider community	<p>Keep self and others safe</p> <p>Following reasonable instructions</p> <p>Look after surroundings</p> <p>Use appropriate language</p> <p>Listen to others</p> <p>Be considerate and courteous</p> <p>Be calm</p> <p>Be tolerant of difference</p> <p>Be honest</p>
Personal development opportunities	<p>Ready to...</p> <ul style="list-style-type: none"> <li>• step outside of your comfort zone</li> <li>• try something new</li> <li>• to fail (and bounce back)</li> <li>• to change</li> <li>• lead others</li> <li>• serve the community</li> <li>• say sorry / forgive</li> </ul>		

### *Implementation Philosophy*

DSHS believes that:

1. Promoting good behaviour and attitudes is everyone's responsibility.

All staff should be well trained in encouraging positive behaviours, preventing negative behaviours and then addressing any that do occur.

The principles that apply to students apply to staff too. For example, staff should be:

Ready to:

- model and exemplify good behaviour (implicitly and explicitly at all times);
- give students appropriate opportunities to improve / change their behaviour;

- give praise freely (but sincerely and when it is merited);
- adapt their approaches where necessary to strike a balance between consistency and a long term positive atmosphere;
- forgive and move on.

Kind and respectful to students by:

- having high expectations of everyone;
  - using appropriate language in a calm and positive manner;
  - building appropriate relationships;
  - holding students in high esteem.
2. As far as possible negative behaviours should be addressed as close to the source of the issue as possible. Young people need to be able to make connections between negative behaviours and the outcomes that follow. This is best done by the outcome being prompt and chosen (from a predetermined list) and implemented by the adult who observed it, ensuring that the opportunity to describe why the behaviour was inappropriate is taken and why intervention is necessary.

Sometimes negative behaviour will be persistent (or more serious) and the support of other adults (and use of other interventions) will be necessary. More information on this is below.

3. Praise for positive behaviours will be shared widely; with tutors, parents, pastoral and senior leaders.

## Practice and Procedures

1. All of our positive and negative behaviour incidents will be logged on Arbor (our Management Information System).
2. The process for recording most (for exceptions see point 3) negative behaviours is based around the degree to which it is repeated in a half termly cycle. The level of repetition determines the stage the behaviour is logged at and what interventions could be put in place. Some interventions are relatively transactional sanctions (with accompanying justification and advice about how to avoid a recurrence) but many are constructive, supportive and developmental.

Students will be informally reminded that their displayed attitudes or behaviour is not being Ready, being Kind and/or being Respectful.

For example, "Matt, it's not really respectful to talk whilst I'm talking to everyone else. It is slowing the lesson down for everyone else."

If a student then makes the same/a similar mistake later in the lesson a lack of readiness (or kindness or respectfulness) in a lesson would be logged in Arbor at Stage 1 (Initial). The teacher must select at least one of the following interventions from his/her/their checklist and type that in the incident summary.

Stage 1 interventions:

Move student to another seat  
Short discussion outside classroom  
Find the student at another point during the day for follow up conversation  
Short discussion at break/lunch (ideal if it is p2 or p4)

If, in a subsequent lesson within the same subject and the same teacher (and within the same cycle), the negative behaviour is repeated the following will happen:

- Another of informal cue will be given e.g. “remember that we had this last lesson / week” so if it does continue I will have to log it at Stage 2 which includes me needing to let your parents/carers know so come on; let’s get it right”)
- If the behaviour is then repeated again it will be logged on Arbor at Stage 2 (Repeated).
- The teacher has another list of interventions (see below) and must record their choice in the incident summary in Arbor and let parents know (normally via email).

Stage 2 interventions:

Move student to another seat (or another nearby classroom)  
Short discussion outside classroom  
Find the student at another point during the day for follow up conversation  
Short discussion at break/lunch (ideal if it is p2 or p4)

NB: contact must be made with parents irrespective of what other interventions have been chosen above (either via email or via phone)

If, in a subsequent lesson within the same subject and the same teacher (and within the same cycle), the negative behaviour is repeated the following will happen:

- Another of informal cue will be given e.g. “remember that we’ve got to Stage 2 with this and that I’ve let you parents know too so I’m sure we all want you to get this right and avoid getting Mr/Mrs X (HoD) involved”)
- If the behaviour is then repeated again it will be logged on Arbor at Stage 3 (Department) and the Head of Department will be ‘assigned’ the incident in Arbor.
- The Head of Department has another list of interventions (see below) and must record their choice in the incident summary in Arbor and let parents know (normally via email). The Head of Department’s intention when selecting the intervention(s) is ensuring the student’s behaviour improves within a maximum of three lessons.

Stage 3 interventions:

1:1 discussion with student  
Remove student from lesson for a fixed period of time  
Observe or sit in lesson  
Restorative meeting between student and staff  
Department detention  
Department report  
Departmental set change (where possible and in consultation with line manager)  
Meeting with parents

NB: contact must be made with parents irrespective of what other interventions have been chosen above (either via email or via phone)

If the student's behaviour does improve as a result of the Stage 3 departmental intervention (at the end of the third lesson of intervention) the Head of Department will mark the incident as resolved and the student's record in this department in this cycle is reset.

If the student's behaviour does not improve the Head of Department will log an incident at Stage 4, which is referred to the student's Head of House. Heads of House have their own list of interventions and they will be responsible for using these interventions to improve behaviour.

Stage 4 interventions:

Tutor report (if this hasn't already been used)

HoH report

HoH after school detention

Restorative intervention

Visiting students' lessons

Meeting with parents

Round robin

Pastoral Support Plan

Early Help Referral

Referral for further support in school

Timetable alteration

Refocus Room

Suspension (with follow up re-admission meeting)

NB: contact must be made with parents irrespective of what other interventions have been chosen above (either via email or via phone)

If behaviour does not improve then the student will be referred to the Deputy Headteacher (at Stage 5).

Stage 5 interventions:

PSP

Meeting with parents

Attendance at readmission meetings (alongside HoH)

Involvement with external agencies

Suspension (with follow up re-admission meeting)

Managed Move

Alternative Provision

Permanent Exclusion

NB: contact must be made with parents irrespective of what other interventions have been chosen above (either via email or via phone)

NB: if students progress to stage 4 or 5 the cycle may be extended into a following half term on a case by case basis (agreed by all stakeholders).

### **Detentions and Notice Given For Them**

If a Head of Department or Head of House selects a detention as an intervention then parents will be informed and asked to be supportive. We will always try to schedule the detention as close as possible to the incident occurring (even when the detention will take place after school). We do recognise that 24 hours' notice will sometimes be necessary and will work with parents where that is the case.

If students do not attend a scheduled detention, parents will be contacted and they will be given one more chance to attend before it is escalated to the next stage.

We run a 'Basics Detention' at break time. This is only to be used for students who are late to school, have repeatedly not been wearing the correct uniform or have repeatedly not brought their basic equipment to school. Parents will be notified via txt to confirm that their child has attended and the reason for the detention. Non attendance will result in escalation to Stage 4.

**3. Some negative behaviours are intolerable in any quantity or frequency and are likely to result in the 'on call' senior member of staff being requested by the teacher (or person on duty) and deployed by the Pastoral Team. The behaviours listed below are automatically dealt with at Stage 4 by Head of House or Stage 5 by the Deputy Headteacher / Headteacher (and therefore the interventions listed at each stage on previous pages are available):**

1. Bullying (please consult the Anti-Bullying Policy for more information);
2. *Actively* obstructing learning from taking place;
3. Physical altercations;
4. Divisive behaviour that is resulting in significant conflict;
5. Threatening or aggressive behaviour or language (in particular swearing directly at a member of staff);
6. Unauthorised photographing / recording in lessons and/or of students or members of staff. This includes photographing or recording conflicts between students;
7. Sharing (either electronically, including on social media, or physically) of images or videos of students or staff that have the potential to embarrass, humiliate, intimidate, create fear or cause reputational damage;
8. Making a malicious allegation against any member of the school community (particularly staff);
9. Sexual violence / harassment (see Child on Child Abuse Policy for more information);
10. Vandalism; in the cases of vandalism the school reserves the right to recoup appropriate costs from parents.
11. Theft
12. Possession and/or sale/distribution of banned items. These 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. For more information about confiscation and storage of these items see below.

NB: the person who is 'on call' is responsible for logging the incident in Arbor.

4. Heads of House will monitor to see if a student is at Stage 3 with multiple Heads of Department at once in any given cycle. If so, he/she/they will inform the relevant Heads of Department as well as

student and parents that they will be elevating the stage to Stage 4 in light of the frequency of negative behaviour. This avoids a parent being overwhelmed by several Heads of Department making contact with them at once.

5. When investigating incidents students may be asked to provide supporting statements / witness statements. We reserve the right to do this during the school day in order to respond to issues affecting other students in a prompt fashion.
6. Where a student has SEND needs that impair his/her/their ability to regulate their behaviour (or provide an accurate statement) due consideration and support will be given and reasonable adaptation of intervention applied.
7. Positive behaviours (exemplifying being Ready, Kind or Respectful) will:
  - a. Appear in the myDSHS app for students (and Arbor Parent App for parents)
  - b. Be periodically reviewed such that students who have earned a lot in a short space of time / earned the most in their tutor group / year group / House are recognised and parents are contacted.
8. Negative behaviours will:
  - a. Appear in the myDSHS app for students (and Arbor Parent App for parents).
  - b. Be periodically reviewed such that students who have earned a lot in a short space of time / earned the most in their tutor group / year group / House are recognised and parents are contacted.
9. In the student's myDSHS app the number of positive behaviours, the number of negative behaviour incidents and the student's attendance streak (see Attendance Policy) are used to calculate how many 'Droitwich Dollars' a student can spend at the reward store.

### *Search and 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 them.

Searching can play a critical role in ensuring that our school is a safe environment for all students. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour.

The headteacher and staff have a statutory power (as defined under Section 550ZA of the Education Act 1996 and Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012) to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed above. Items which may pose a threat to the health and safety of any member of the school community (and/or are on the banned item list; see above) will be confiscated.



### *Refocus Room*

The refocus room (see stage 4 and stage 5 interventions) is a room where students will be supported to continue their studies but where work must be completed in silence.

It is staffed by senior members of staff who, in conjunction with the rest of the pastoral team, will make attempts to ensure that the purpose of the refocus room is clear and that part of their time within it is focussed on reviewing what went wrong, why it wasn't acceptable and what can be done better next time.

Sometimes the sanction will involve a part of a day of sometimes a full day.

When a student is in the refocus room the expectations of conduct within the room will be made clear to them as they begin.

The pastoral team will seek the work that a student would normally be doing in their regular lessons and give support as necessary.

Students who are in the refocus room over lunch will be invited to order cold food from the canteen if they haven't brought their own lunch.

The work that students do during the day will be returned to their teachers.

### *Suspension and Permanent Exclusion*

Suspension and permanent exclusion are very serious interventions / sanctions and both are covered by their own national guidance. The school will ensure that all of the guidance is followed when issuing suspensions and permanent exclusions (including how they are communicated, our obligations to provide work for suspended students and what the appeals process is).



## Appendix

Our Poster

