

## POLICY FOR MANAGING BEHAVIOUR AND ATTITUDES

|   |                |
|---|----------------|
| Person responsible for updating policy: | GLD            |
| Reviewed:                               | September 2023 |
| In effect from:                         | September 2023 |
| Review Date:                            | July 2024      |

### Purpose

The purpose of this policy is to make it clear to students, teachers, parents/carers, 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 and Social Care | Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014. | <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>  |
| Legislature                                   | Misuses of Drugs Act 1971 and Intoxicating Substances (Supply) Act 1985.  | <a href="https://www.legislation.gov.uk/ukpga/1971/38/contents">https://www.legislation.gov.uk/ukpga/1971/38/contents</a><br><a href="https://www.legislation.gov.uk/ukpga/1985/26/introduction/enacted">https://www.legislation.gov.uk/ukpga/1985/26/introduction/enacted</a> |

## 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 or clearly identifiable as being a member of the school;
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\*

\* such 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 and/or consider this external offence alongside future events in school when deciding on the scale of intervention.

## 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 our Personal Development Policy: the second row are personal development opportunities that should be encouraged and, when demonstrated, be celebrated. There is another overlap with the Personal Development Policy: the school will take responsibility to educate students about why certain behaviours and attitudes and actions are unacceptable or dangerous. For example educating on:

- the risks of alcohol / smoking / drugs / vaping;
- the role of media in influencing consumption patterns and behaviours;
- strategies that can be used in situations where any of the above are made available;
- strategies that can be used to overcome peer pressure or addiction;
- strategies that can be used to deal with overconsumption by adults affecting the wellbeing of young people;
- the impacts of bullying, sexual harassment, aggression etc.
- what interventions and sanctions can follow for consumption/possession of, or involvement in, activities mentioned in point 3 on page 8, both in and out of school.

|                          | <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>Supporting individuals and the wider community</p> | <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> |

|                                    | <b>Readiness</b>  | <b>Kindness</b> | <b>Respectfulness</b> |
|------------------------------------|---|-----------------|-----------------------|
|                                    | Meeting deadlines and completing homework tasks<br><br>Taking responsibility for own actions  |                 | Be honest             |
| Personal development opportunities | Ready to... <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/carers, 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<br>Short discussion outside classroom<br>Find the student at another point during the day for follow up conversation<br>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 once 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/carers 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/carers 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 your parents/carers 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 yet 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/carers 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/carers 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/carers 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/carers  
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/carers irrespective of what other interventions have been chosen above (either via email or via phone)

NB: if a student progresses 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**

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/carers 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.

**NB: the order in which the interventions are listed for Stage 4 and 5 should not be taken to indicate they may follow in sequence for repeat offences. For example, a student who brings a weapon in to school or is found to be attempting to distribute/sell drugs in school should expect a permanent exclusion as a possible outcome.**

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, including 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/carers/
11. Theft
12. Possession and/or sale/distribution of banned items. These include: knives and weapons, alcohol, illegal drugs, items that are used in the distribution of illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes and 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.
13. Consumption of alcohol, illegal drugs, tobacco, e-cigarettes and vapes, irrespective of ownership of the item. NB: it is also considered a contravention of this section to arrive to school having recently consumed any of these items and being under the influence of them (but no longer being in possession of them).

Where there is concern about a student misusing drugs, it is possible, with the consent of students and parents, for drug testing to take place.

For more information about confiscation and storage of items mentioned in above see 'Search and Confiscation' 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/carers that they will be elevating the stage to Stage 4 in light of the frequency of negative behaviour. This avoids a parent/carer 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 (Arbor Parent App for parents/carers)
  - b. Be periodically reviewed such that students who have earned a lot in a short space of time and/or earned the most in their tutor group / year group / House are recognised and parents/carers are contacted.
8. Negative behaviours will:
  - a. Appear in the myDSHS app for students (Arbor Parent App for parents).
  - b. Be periodically reviewed such that students who have earned a lot in a short space of time and/or earned the most in their tutor group / year group / House are identified and parents/carers 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/carers 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. Items that are illegal to possess will be

handed over to the Police.

### *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 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 exclusion, including how they are communicated, our obligations to provide work for suspended students and what the appeals process is.



## Appendices

Our Poster



## **DSHS Home School Agreement**

A strong partnership between school, parents/carers, and students is essential for the success and well-being of every student.

This Home School Agreement outlines the roles and responsibilities of all parties involved in the safeguarding, personal development and education of the young people in our school.

### **What Parents/Carers Can Expect from DSHS**

**A Safe and Supportive Environment:** We will create a safe, supportive, positive, productive and happy environment for everyone with respectfulness and kindness at our core. We will always try to be consistent and fair.

**Quality Education:** We will provide a broad, high-quality curriculum that is engaging, challenging, and tailored to meet the needs of each student.

**Communication:** We will maintain open and regular communication with parents/carers to keep you informed about your child's progress, achievements, and any concerns. This includes our newsletters, information made available via the Arbor Parent App but also via emails and phone calls from your child's tutor, teachers and Head of House (and, of course, Parents' Evenings). It also includes us being willing to listen to constructive feedback.

**Access to Resources:** Wherever we can, we will make educational resources, including lists of books, digital tools, and learning materials, available to support your child's learning journey.

**Support and Guidance:** We will offer additional support, such as counselling, special educational needs assistance and careers advice, when needed to help your child thrive.

### **What DSHS Expects from Parents/Carers**

**Support Learning:** Make sure your child attends school with their basic equipment and actively engage in your child's learning by asking about what they have been learning, providing a quiet space for homework and encouraging a positive attitude towards education.

**Punctuality, Attendance and Uniform:** Ensure your child arrives at school on time and attends school in the correct uniform. Make us aware of reasons for absence as soon as possible and take all possible steps to minimise student absence.

**Communication:** Keep us informed about any concerns or changes that may affect your child's education, and attend parents' evenings and other events. Read the newsletters we send out so you are aware of what is happening in school, particularly any changes to routines or policies. Communicate with us in a calm and civilised manner at all times and understand that the most appropriate person to help you might not be available straight away. Raise concerns through appropriate channels and do not make defamatory comments about the school or any member of the school community on social media or other online forums. If you need to make contact with your child during the day please do it through reception; please don't normalise/condone the use of mobile phones during the school day.

Promote Respect: Encourage your child to respect the school's policies, teachers, staff, and fellow students, and support our efforts to maintain a safe and respectful school environment. This does, of course, include accepting that your child may be in the wrong and/or may not be in aware of all of the context or facts relating to an issue and an appropriate sanction may be deserved and necessary to act as a deterrent to him/her/them and to others.

### **Student's pledge**

I pledge that I will:

- Be Ready. This means that I will:
  - Be on time to school and to lessons;
  - Only absent from school when there is a very good reason;
  - Wear the full uniform correctly;
  - Have the correct equipment, including kit and ingredients;
  - Be keen and ready to learn – be alert / concentrate / be on task / be willing to participate and to try;
  - Meet deadlines and complete homework tasks;
  - Take responsibility for my own actions.
- Be Kind. This means that I will:
  - Support others and the wider community;
  - Not be unkind e.g. say/do unpleasant things that are likely to upset or worry others.
- Be Respectful. This means that I will:
  - Keep myself and others safe;
  - Remember to respect others at all times;
  - Follow reasonable instructions;
  - Look after our surroundings, including not dropping litter;
  - Use appropriate language;
  - Listen to others;
  - Be polite, considerate and courteous;
  - Be calm;
  - Be tolerant of difference;
  - Be honest.

### **Signatures:**

By signing this Home School Agreement, we commit to:

- working together to provide the best possible education and support for your child;
- working in partnership to sustain a positive and productive atmosphere in the town's High School.

Student's name: \_\_\_\_\_



Student's signature: \_\_\_\_\_

Parent/carer's name: \_\_\_\_\_

Parent/carer's signature: \_\_\_\_\_

School signature: \_\_\_\_\_

Date: \_\_\_\_\_