

DHS Behaviour policy –

January 2025

Reviewed annually

## Contents

1. Aims .....	3
2. Legislation, statutory requirements and statutory guidance .....	3
3. Definitions .....	3
4. Bullying.....	4
5. Roles and responsibilities .....	5
6. Pupil code of conduct.....	6
7. Responding to behaviour .....	9
8. Serious sanctions.....	20
9. Responding to misbehaviour from pupils with SEND .....	21
10. Supporting students following a sanction .....	22
11. Pupil transition .....	22
12. Training .....	22
13. Monitoring arrangements .....	22
14. Links with other policies .....	23

The Behaviour Policy will apply to:

- Students whilst they are at the school, travelling to or from the school and whilst in school uniform.
- Students on trips or sporting fixtures where throughout the time they are the responsibility of the school and its staff.
- The school's jurisdiction is not normally extended to breaches of behaviour that take place when students are not wearing school uniform (such as at weekends or evenings) except in cases where our professional judgement is that this may have a direct consequence on behaviour within school.

## 1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- › Behaviour in schools: advice for headteachers and school staff 2022
- › Searching, screening and confiscation: advice for schools 2022
- › The Equality Act 2010 Keeping Children Safe in Education
- › Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- › Use of reasonable force in schools Supporting pupils with medical conditions at school Special Educational Needs and Disability (SEND) Code of Practice In addition, this policy is based on:
  - › DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## 3. Definitions

'Misbehaviour' refers to breaches of the school's Behaviour Policy and/or pupil code of conduct. Examples could include:

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

Serious misbehaviour is defined as:

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

- Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism, Theft, Fighting, Smoking, or Vaping
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
- Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes • Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. A falling out between friends or a one-off unpleasant incident would not normally be considered bullying.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy which can be found in our separate policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

## 5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture

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

## 5.5 Pupils

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

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

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

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

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

## 6. Pupil code of conduct





Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Enter and leave the classroom in an appropriate manner.
- › To take care of presentation in books and take pride in their work.
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given

- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

Students are aware of the DHS Way – Work hard, be kind (overleaf)

THE DHS WAY: WORK HARD. BE KIND.	
<b>PRESENTATION OF BOOKS</b> <ul style="list-style-type: none"> <li>Loose sheets are stuck in <b>neatly</b></li> <li>Date all work at the <b>top right-hand corner</b> of the page</li> <li>Response to feedback is in <b>green pen</b></li> <li>Work is in the <b>right order</b> so you can look back and see the order of your learning</li> </ul> 	<b>ONLY ONE PERSON TALKING IN THE CLASSROOM AT A TIME</b> <ul style="list-style-type: none"> <li>If a teacher or student is <b>talking in the class</b>, then they should be the <b>only one doing so</b>, with everyone else listening</li> </ul> 
<b>ENTERING AND LEAVING THE CLASSROOM</b> <ul style="list-style-type: none"> <li><b>Every lesson</b>, line up outside your classroom</li> <li>Do not enter a classroom <b>without a teacher present</b></li> <li>At the end of <b>every lesson</b>, stand quietly behind your chair and wait for <b>the teacher</b> to dismiss you</li> </ul> 	<b>TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED</b> <ul style="list-style-type: none"> <li>We value and celebrate <b>positive behaviour</b></li> <li>We show <b>consideration</b> to others</li> <li>We treat members of our community with <b>respect</b></li> </ul> 

<p><u>Whole School Expectations</u></p> <p>The DHS Way incorporates four points:</p> <p>1. <u>Treat others as you would want to be treated yourself</u></p> <ul style="list-style-type: none"> <li>- We value and celebrate positive behaviour that shows consideration to others</li> <li>- We sanction behaviour that is unkind or treats members of the school community (students or adults) with a lack of respect.</li> </ul> <p>2. <u>Presentation of books and pride in work.</u></p> <ul style="list-style-type: none"> <li>- We stick/secure loose sheets in neatly</li> <li>- Our work has a title and date</li> <li>- We will respond to feedback in green pen</li> <li>- We take pride in our work</li> </ul> <p>3. <u>Only one person talking in a classroom at a time</u></p> <ul style="list-style-type: none"> <li>- If a teacher or student is talking in class, they should be the only ones doing so, with everyone else listening</li> </ul> <p>4. <u>Entering and leaving the classroom well</u></p> <ul style="list-style-type: none"> <li>- Every lesson we line up outside of our classroom where possible</li> <li>- We do not enter a classroom without a teacher present</li> <li>- At the end of every lesson we stand quietly behind our chair and wait for the teacher to dismiss us.</li> </ul> <p><u>Classroom expectations</u></p> <p>To ensure our learning is the key focus during every lesson and that we have a positive experience, we all agree to:</p> <ul style="list-style-type: none"> <li>• Arrive on time, properly equipped &amp; ready to work</li> <li>• Keep our hands, feet and objects to ourselves</li> <li>• Follow teachers' instructions promptly</li> <li>• Raise our hand if we want to ask or answer a question</li> <li>• Be polite, kind and let others learn.</li> </ul> <p><u>Rewards</u></p> <p>At Diss High School, we want every student to have at least one experience of success every day. We celebrate our students for any of the following:</p> <ul style="list-style-type: none"> <li>• Excellent effort</li> <li>• Excellent home learning</li> <li>• Contribution in class</li> <li>• Excellent attendance</li> <li>• Being a role model for learning</li> <li>• Excellent achievement</li> <li>• Excellent progress</li> <li>• Act of kindness</li> <li>• Helping the school</li> <li>• Helping the community</li> <li>•</li> </ul> <p>We accumulate house/positive points and are accredited for this, both individually and for the collective good of our house.</p> <p>Individual rewards will also be presented by departments for outstanding commitment to learning and enrichment activities.</p>	<p><u>Uniform</u></p> <ul style="list-style-type: none"> <li>• We wear correct uniform everyday with excellence including natural make-up, no nail polish and minimal jewellery (see policy).</li> <li>• We correct our uniform at the first time of asking.</li> <li>• We remove our coats as we enter a classroom.</li> </ul> <p><u>Tutor time</u></p> <ul style="list-style-type: none"> <li>• We arrive in the correct uniform and have all necessary equipment every day.</li> <li>• We complete all tutor time tasks with excellence.</li> <li>• We pack up when instructed by our tutor and stand behind our chairs in silence and wait to be dismissed.</li> </ul> <p><u>Consequences</u></p> <ul style="list-style-type: none"> <li>• We accept the consequences given by our teachers.</li> <li>• We can be given consequences for any behaviour that impinges on learning or where unkindness is shown.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• Not completing enough classwork and/or homework.</li> <li>• Distracting other pupils.</li> <li>• Tapping equipment when someone is talking.</li> <li>• Talking during silent times or when others are talking.</li> <li>• Unauthorised lateness or leaving a lesson without permission.</li> <li>• Chewing gum.</li> <li>• Not following instructions.</li> <li>• Leaving a chair without permission.</li> <li>• Refusing to follow reasonable instructions and/or showing defiance towards a member of staff.</li> <li>• Verbally or physically intimidating a student or a member of staff.</li> </ul> <p>C0 1st verbal warning. If misbehaviour stops here, there is no need to escalate beyond a C0.</p> <p>C1 2nd verbal warning (behaviour point recorded)</p> <p>C2 10-minute detention given (to be sat at the nearest opportunity at the discretion of the member of staff.)</p> <p>C3</p> <ul style="list-style-type: none"> <li>• Removed from the lesson.</li> <li>• 30-minute detention given (to be sat at the nearest opportunity at lunchtime).</li> <li>• Failure to attend a C3 lunchtime detention will result in a 1 hour after-school detention the next day, regardless of bus departure times.</li> </ul> <p>C4 - Isolation</p> <ul style="list-style-type: none"> <li>• We understand if we gain more than one C2 or C3 detentions in a day, we will be placed into isolation. Isolation or suspension may also be used for more serious one-off offences.</li> </ul>	<p><u>Phones</u></p> <ul style="list-style-type: none"> <li>• We have our phones and airpods switched off and in our bag.</li> <li>• We do not bring smartwatches onto the school site.</li> <li>• We understand that misuse of this equipment will result in confiscation.</li> </ul> <p><u>Transitions between lessons</u></p> <ul style="list-style-type: none"> <li>• We behave in a respectful manner.</li> <li>• We walk on the left.</li> <li>• We walk purposefully to our next lesson without unnecessary noise or disruption.</li> </ul> <p><u>Break &amp; Lunchtime</u></p> <ul style="list-style-type: none"> <li>• We collect our food at the designated time.</li> <li>• We don't eat inside school buildings unless there is a member of staff present who has given us permission.</li> <li>• We place our litter in a bin.</li> </ul> <p><u>Lunchtime and after school detentions</u></p> <ul style="list-style-type: none"> <li>• We turn up when expected.</li> <li>• We enter in silence and sit where instructed.</li> <li>• We serve our full detention time.</li> <li>• We complete work or copy out lines from 'The DHS Way' in silence.</li> <li>• We understand that failure to attend a detention will be escalated.</li> </ul> <p><u>Cover/Supply Lesson</u></p> <ul style="list-style-type: none"> <li>• We sit in our normal seats.</li> <li>• We work our hardest on all tasks set.</li> <li>• We respect all cover/supply staff in the same way as any other member of the school community.</li> </ul> <p><u>Seating Plans</u></p> <ul style="list-style-type: none"> <li>• We sit where our teacher chooses.</li> </ul> <p><u>Assemblies</u></p> <ul style="list-style-type: none"> <li>• We are silent as we enter the hall and then we sit in alphabetical order in our tutor groups.</li> <li>• We tuck our coat and bag underneath our chair.</li> </ul> <p><u>Walking Home</u></p> <ul style="list-style-type: none"> <li>• We get onto buses quickly and calmly at the end of the school day.</li> <li>• We always walk on the pavement.</li> <li>• We are always kind and respectful to everyone we meet.</li> <li>• We walk our bikes off the school site.</li> <li>• We wear our uniform with excellence until we get home.</li> <li>• We do not congregate outside of the school gates or on local playgrounds in our school uniform</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• We complete all homework by the deadline set and to the best of our ability.</li> <li>• When we are absent, we catch up on the homework set.</li> </ul>
---	--	---



## 6.1 Mobile phones

- Pupils are allowed to have mobile phones with them on-site, but these must be switched off and placed in bags.
- There will be exceptions to the rules for medical or personal reasons
- Parental permission will need to be provided
- The school is not liable for any loss or damage to phones on the school site.
- If phones are used in school, they can be confiscated and placed in the school office. On the first occasion in a school year these can be collected at the end of the school day. If the phone is confiscated again the school will confiscate this for 3 school days.
- Repeated phone offences will result in students having to hand phones in to the school office each morning.
- Refusal to hand over a mobile phone to a member of staff when requested will be treated as an act of defiance and sanctioned accordingly.
- Students may not photograph or record anyone.

## 7. Responding to behaviour

### 7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the DHS Way in classrooms
- Develop a positive relationship with pupils, which may include:
  - o Greeting pupils in the morning/at the start of lessons
  - o Establishing clear routines
  - o Communicating expectations of behaviour in ways other than verbally
  - o Highlighting and promoting good behaviour
  - o Concluding the day positively and starting the next day afresh
  - o Having a plan for dealing with low-level disruption
  - o Using positive reinforcement

### 7.2 Safeguarding

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

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

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

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

### 7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Behaviour positives
- Communicating praise to parents/carers via a phone call or written correspondence.
- Positions of responsibility
- Behaviour positives can be accumulated and spent at the positives shop

## 7.4 Responding to misbehaviour

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

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

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

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

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

Behaviour consequences:

Staff will follow the following sequence:

- C0 – 1st verbal warning, if behaviour stops here there is no need to escalate beyond a C0. C1 – 2nd verbal warning, behaviour event recorded on Go4Schools.
- C2 – On Call to be used to deescalate the situation and allow the student to be returned to the lesson. To be recorded on Go4Schools and a 10-minute teacher detention issued.
- C3 – Removal from lesson by on call. To be recorded on Go4Schools and a 25-minute curriculum detention given.
- In cases of extreme poor behaviour staff may escalate immediately to C2 or C3
- Accumulation of multiple C2/C3 events in a single day can result in isolation (C4) the following day. C4s can also be given for one-off serious instances.
- Students may be placed on behaviour report, PSP or SARPE to monitor behaviour (see below).
- Suspension may be used for very serious breaches of the school behaviour code or repeated disruptive behaviour in lessons
- If a student refuses to attend a lesson, he/she will be offered the chance to sit in the back of a Sixth Form room as an alternative. If he/she refuses this option as well, this may be grounds for a suspension from school.
- Permanent exclusion is a possible outcome for students in the most extreme cases.

Students are expected to attend all their timetabled lessons when they are in school. There is no automatic right to be exempted from a lesson because a student would prefer not to attend. If there is a situation where a student feels they cannot attend a lesson, they are free to discuss this with their Head of Year or a member of the safeguarding team. It will be at the member of staff's discretion, rather than the student or parents, if a timetable adjustment is needed (and for how long this adjustment should be in place). Unless specifically authorised by a Head of Year or member of the safeguarding team, all lessons should continue to be attended and failure to do so will be sanctioned as a C4 – Subject Truancy. Students who are significantly late for a specific lesson will be deemed as truanting the lesson, this will result in a 1 hour detention after school the following day.

Students who are repeatedly late to lessons on a single day will have a 30 minute after school detention the next day.

Unless a student has a medical card, students should expect any request to use the toilet to be declined unless the teacher believes there to be a legitimate reason why they need to go outside of the designated break and lunchtimes.

No student has the right to get a drink of water during lesson time unless they have a specific documented medical condition that necessitates this.

## 7.5 Reports & Support Plans

A student who is consistently failing to meet basic expectations may be put onto a behaviour report. This will last for between 2-4 weeks. Failure to complete this report successfully will lead to the student being placed onto a Pastoral Support Programme which will last no longer than 8 weeks (with a review date after 4 weeks). Failure to complete this programme successfully will lead to the student being placed on a Student at Risk of Permanent Exclusion (SARPE) Plan which will last no longer than 8 weeks (with a review date after 4 weeks). PSP and SARPE can be paused at the 4 week stage if a student is making good progress, this can then be restarted at any stage in the following 4 weeks). Failure to complete the SARPE successfully will result in consideration for permanent exclusion.

A student who successfully completes a PSP or a SARPE will return to general monitoring. If there were to be a deterioration in their behaviour at a later date, they may be placed straight back on to a SARPE. No student should ever be on a SARPE more than twice during their time at school.

It is not necessary for students to have been placed on tutor report or Head of Year report prior to being placed on a PSP or SARPE. This will be dependent on the behaviours being exhibited and their potential impact on the school community.

## 7.6 Reasonable force

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

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

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7.7 Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

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

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher, to try to determine why the pupil is refusing to comply.

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

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

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

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

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

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

Informing the designated safeguarding lead (DSL)

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

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

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

Support after a search

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

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

## 7.8 Off-site misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

## 7.9 Online misbehaviour

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

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

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

## 7.10 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the member of the senior leadership team will make the report.

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

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

## 7.11 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

## 7.12 Malicious allegations

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

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

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

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

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

## 7.13 Meetings

Meetings are often held between staff and parents when a child's behaviour has become cause for concern. Outside agencies might also be involved on occasion. The purpose of such meetings is to explore the issues that might be at the root

of a child's poor behaviour choices with a view to supporting them so that they can make more productive choices in the future.

The process should always be that the parent (or carer), the school and the student themselves have a chance to express their opinions and that other involved parties should listen respectfully before responding. If there is a significant difference of opinion between the school and the parents, the student should not be present in the room while these differences are aired. The school and parent should attempt to find some common ground before the student becomes involved in order to maintain a semblance of a united front. If a student becomes aggressive or abusive during a meeting, they will be asked to leave.

Abusive and/or threatening behaviour is never acceptable, and the school reserves the right to refuse entry onto the premises to any adults who behave in an aggressive, abusive or threatening manner towards school staff. Staff also have the right to politely terminate phone conversations if they perceive the adult at the other end of the phoneline to be speaking in a way that is threatening, abusive or aggressive. The school parent code of conduct <https://www.disshigh.norfolk.sch.uk/home/parents/parent-code-of-conduct/> gives further details.

## 7.14 Uniform

All students are expected to the school's uniform code. If a student is not complying then, if possible, he/she will be offered an alternative piece of clothing from the pre-washed stock cupboard (eg. a student wearing a hoodie can expect to be offered a school jumper to wear). Refusal to co-operate will be sanctioned.

## 8. Serious sanctions

### 8.1 Detention

Pupils can be issued with detentions during break, after school or on weekends during term time. The school will decide whether it is necessary to inform the pupil's parents/carers.

Requests from parents and or/students for a detention deferral/cancellation will be considered in only the most extreme circumstances. Inconvenience alone is not sufficient reason for deferral/cancellation as this is, in essence, the nature of the deterrent.

The school exercises its right to sanction even in cases where a parent(s) disagrees with the sanction their child has received (although parental approval is always preferable). The sanctions a child receives will not be discussed with other children's parents even if they request information on this.

The Department for Education guidance on managing behaviour from September 2022 makes clear schools' rights and responsibilities in terms of setting after-school detentions (see paragraphs 65-69)

[https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour\\_in\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf)

### 8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of senior staff.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with a member of the pastoral support team
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment



Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### 8.3 Suspension and permanent exclusion

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

A student who is perceived to be at risk of permanent exclusion for continued failure to follow school rules will be placed on a Student at Risk of Permanent Exclusion (SARPE) Plan. This plan will collect the voices of the school, student and parent in order to put together a support package that is reviewed after 8 school weeks and then reviewed for a final time after 16 school weeks (unless any serious breach occurs before then).

At the final SARPE review meeting a decision would be made whether sufficient progress has been made or whether the next step would be to proceed to a permanent exclusion.

Any decision to suspend or exclude will be made by the headteacher. Please refer to our exclusions policy for more information.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. For example:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.

### 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. The school will consider the needs of the wider school community, as well as the pupil, in applying sanctions.

### 9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

## 10. Supporting pupils following a sanction

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

This can include:

- › Reintegration meetings
- › Daily contact with the Head of Year
- › A report card with personalised behaviour goals
- › A behaviour report
- › A PSP
- › A SARPE (see above for details)

## 11. Pupil transition

### 11.1 Inducting incoming pupils

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

## 12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves ‣ Incidents of searching and confiscation

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the headteacher.

## 14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy

## Appendix 1: written statement of behaviour principles

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

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

