Student Behaviour Policy

DENE MAGNA SCHOOL

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Reference
Safeguarding/ Child Protection policy
Staff User Guide
Safer Working Practice
Physical Intervention Policy
Working together to safeguard Children
Discipline Policy

Expectations of Students' Behaviour

The policy of the school is to encourage self-discipline on the part of students. We promote self-esteem, proper regard for authority and positive relationships based on mutual respect. This will be achieved by operating in an orderly environment where expectations are clear and consistent and students are ensured of fair treatment for all, regardless of ethnic or national origin, culture, religion, gender, disability or sexuality.

ATTITUDE

Responsibilities: Mature behaviour and good manners should be expected from students at all times. It is important to encourage courtesy and helpfulness, not only to staff and visitors, but also to each other. Students have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Work: To maximise their own opportunities of success, students must be encouraged to have high expectations of themselves.

Attendance: Students must be encouraged to realise the importance of maximum attendance. Attendance figures for tutor groups will be read in RFL each week. Attendance is shared with all staff / and reviewed by Governors and Trustees. Attendance data is shared with staff weekly and an actions sheet is requested to be filled in for students who have been absent.

REWARDS

In every lesson staff should rewarding students with 1 of our 4 value points for Courage, Independence, Respect and MVP, this should be recorded on Bromcom, bringing deserving students to the attention of fellow students, Tutor, Heads of House, Leaders and Headteacher. Students will also achieve commendations at the end of term assemblies to recognise their achievements. Particularly outstanding effort or achievement will be recognised annually at Achievement Evening in July.

Recognition of Positive Conduct and Achievement

Students are recognised for consistently demonstrating the schools core values of Courage, Independence and Respect. In every lesson all students have the opportunity to earn up to four values points (with MVP included), with one point available for each of the schools core values.

At the end of each term, students accumulated Values Points will be used to determine the level of recognition they receive with Bronze, Silver and Gold awards available. Values Points are reset at the end of each term, providing ALL students with a fresh opportunity to achieve recognition and celebrate their success.

In exceptional circumstances, where a student has demonstrated one or more of the schools values to an outstanding degree or has gone significantly above and beyond expectations, a celebratory postcard may be sent home. This recognition is awarded an additional three value points.

The school also recognisees and celebrates achievements beyond the classroom. Successes in areas such as sport, music, performing arts, community service and other extracurricular activities are acknowledged through whole school assemblies, tutor time and other appropriate celebration events.

MVP

Most Valuable Player is awarded to all students who are highlighted by the class teacher for their effort. MVPs are celebrated by Raising Standards Leader and tutors/HOHs in RFL and assembly.

House Impact

At the end of each week students will receive a balance total of positive and negative value points. A tutor groups positive totals are added together for the week and divided by the number of students in the tutor group to produce a tutor positive average, the same is then done with the negative points to produce a negative average. This will then create an overall average, which is then shared weekly with tutors and tutor groups via the Heads of Houses. There is termly prizes for those tutor groups who win and a House Impact Cup at the end of the year.

Discipline Policy incorporating Bullying Policy

This document has been produced to support staff who might encounter problems with a very small minority of our students.

'Improved personal relationships' remains a key objective. All staff have a responsibility to ensure that ALL students at the Dene Magna have a right to feel safe at school, to be free from pain, humiliation and fear.

DISRUPTIVE STUDENTS

Definition: The term 'disruptive students' includes those whose behaviour, demeanour and/or attitude to lessons constitutes an undermining of the agreed aim of providing 'an atmosphere conducive to learning'.

BULLYING AND SCHOOL BELIEFS

Definition of Bullying: Bullying is any on-going action, which is seen as deliberately hurtful behaviour, that causes distress to the emotional/physical welfare of any recipient. It can happen in person or online.

SANCTIONS

Identification: Students will be identified by Heads of House, tutors and teachers as 'disruptive'. Criteria for identification will include either a single act of a serious nature or for example persistent wasting of time in lessons. Students causing concern will be identified during the weekly meetings between Student Experience and Culture Leader/HOH/ Inclusion champion/ SEN and the Head make decisions taken as to what

support/strategies to implement.

Process: Reporting to Tutors and Heads of House will be logged on Bromcom. Acknowledging pressure of time, staff are asked to report briefly – Tutors/Heads of House will seek further verbal details via personal approaches to the staff concerned.

NB: This process does not change the policy that any student who:

- Is physical towards another person be that another student or an adult.
- uses derogatory language
- refuses to carry out a request
- abuses a member of staff (physically or verbally) should be taken to the Senior Leadership Team immediately.

Action: Each incident of poor behaviour is investigated and appropriate actions are taken. In class it is expected that class teachers give students a warning if this does not bring a noticeable change to their behaviour they will be sent to the HOD and a lunchtime detention will be arranged. If a student receives 2 or more removals from lessons in a day they will receive a day in Isolation the following day. Where behaviour choices continue to be poor, students are provided with support and guidance to improve learning for all. This support could be anything from a daily report, BSP, PSP and offsite direction. If after a range of support strategies have been applied there is still no change the student will be at risk of suspension and Permanent exclusion (see separate policy on exclusions).

Report Cards: It may be helpful to put a student with a poor record of behaviour or punctuality 'on report'. The Head of House places the student on report via Bromcom, which contains specific targets, to the student. The teacher will add a signed comment at the end of the lesson via Bromcom.

Vaping in School

Students who are caught smoking or bringing a vape into school will receive a Friday Formal Detention. If a student is caught supplying vapes to other students within the school the following sanction process will apply:

1st time- Internal isolation
2nd time - 1 day suspension
3rd time - 3 day suspension
4th time - 5 days suspension and offsite direction

Mobile Phones and Smart Devices

The school operates a "not seen, not heard, not used" policy for mobile phones and smart devices. We recognise that many students carry mobile phones for safety and communication when travelling to and from school. However, to support learning, wellbeing, safeguarding and positive social interaction, mobile phones and smart devices must not be used during the school day.

<u>Bringing a Mobile Phone to School</u>

Students may bring a mobile phone to school at their own risk.

On arrival at school, mobile phones must be switched off and stored securely out of sight in a school bag. Phones must remain switched off and out of sight throughout the school day, including before school, during lessons, lesson changeovers, breaktimes, lunchtimes and at the end of the school day until students have left the school site.

This policy also applies to smartwatches and any other electronic device capable of communication, internet access, photography, video recording or audio recording.

Use of Mobile Phones and Smart Devices

Students must not:

- Use a mobile phone or smart device during the school day.
- Make or receive calls, messages or notifications.
- Access social media, websites, games or online content.
- Take photographs, videos or audio recordings.
- Charge devices on school premises.
- Use headphones, earbuds or similar devices unless specifically authorised by a member of staff.
- If a student needs to contact home during the school day, they should do so through the school office. Parents and carers who need to contact their child during the school day should also do so through the school office.

Dene Magna will be introducing phone pouches by January 2027.

Sanctions

Any mobile phone or smart device that is seen, heard or used during the school day will be confiscated by a member of staff.

The following sanctions will normally apply:

First incident: device confiscated and returned at the end of the school day; detention issued.
Repeated incidents: device confiscated and retained until collected by a parent or carer; further sanctions applied in line with the Behaviour Policy.
Serious misuse (including photographing, filming, recording, bullying, harassment, cheating in assessments or misuse of social media): sanctions will be escalated and may include suspension where appropriate.

Exceptional Circumstances

Where a student requires access to a mobile phone or smart device for medical, safeguarding or other exceptional reasons, arrangements must be agreed in advance with the school and recorded appropriately.

Loss or Damage

The school accepts no responsibility for the loss, theft or damage of mobile phones, smartwatches, headphones or other personal electronic devices brought onto the school site. Students bring such items to school entirely at their own risk.

Sanctions: A range of approaches are used to get students to reflect on any poor behaviour choices that happen in school.

Restorative Conversations: A restorative approach is used if there has been a grievance between two people or between teachers and students. This approach is used to repair any damage to the relationship and to agree on a way to move forward.

Detentions: Parents will be informed when students are placed in an after school detention. It is important to remember that schools have the legal right to detain students after school, in accordance with legal obligations, the school will inform parents a day in advance of the intended detention.

ILT Detention: Students who fail to hand in ILT by the given deadline will attend a department ILT detention.

HOD / HOH Detentions: any student who has to be removed from their lesson, will receive a lunchtime detention with the Head of Department. If they miss this detention, they will get 1 more chance to attend, after this it will be escalated to a Head of House detention after school. If there is more than one removal in the week then they will receive a Formal Friday Detention.

Formal Friday Detention: Detention takes place for ninety minutes on a Friday after school and necessitates the parents collecting their child to discuss the situation. It is used in instances such as: truancy, vandalism, smoking, vaping, theft, bullying or continually disruptive behaviour after the involvement of the Head of House or Head of Department. Parents are notified in advance of the detention date and are required to acknowledge the detention.

In the event of a student failing to complete a Formal Friday Detention, the consequence will be a period of internal isolation and parents to discuss the issue with the Assistant Headteacher responsible for behaviour across the school.

Behaviour Support Plan: When a student fails to respond to one or more of the sanctions above the school may decide to initiate a behaviour support plan. This will require a joint meeting between home and school in order to agree written targets for the students' improvement. The plan will be reviewed after a period of time (usually 8 - 12 weeks) and failure to improve in a significant way could result in a pre-exclusion notice, off site direction or fixed term exclusion being imposed.

Graduated Pathway (My Plan/My Plan +): This plan will follow on from a My Profile and often involves the Education and Inclusion Service, including other external agencies, as appropriate, as well as parents/carers, student and staff. The dates for review will be clearly stated and the purpose of the My Plan/My Plan + will be to provide support to reduce the likelihood of behaviours escalating.

Pre-Exclusion Notice: at a point when a student's behaviour is such that a suspension may be very close, a pre-exclusion notice will be issued as a final warning to the student and parents that a suspension will be imposed if such behaviour is repeated. Further guidance on offsite direction can be found by contacting the Student Experience and Culture Leader.

Internal Isolations: Internal isolations are used when there is a breach of the behaviour

policy but the incident does not meet the threshold for a suspension. In situations like this parents/carers are informed and the student will spend a day in isolation. During the day students are provided with work to complete but are supervised by a member of the staff.

Permanent Exclusions

Statutory guidance on factors that a head teacher should take into account before taking the decision to exclude.

A decision to exclude a student permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The decision on whether to exclude is for the head teacher to take. However, where practical, the head teacher should give the student an opportunity to present their case before taking the decision to exclude.

Whilst an exclusion may still be an appropriate sanction, the head teacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have. The head teacher should also consider the use of a multi-agency assessment for a student who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems

Students will only be excluded in cases of a serious breach of the school's behaviour/discipline policy and if the continued presence of the student in the school would seriously damage the education or welfare of other students or others in school.

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional breach of the behaviour policy has been committed, e.g.

a) Serious violence, actual or threatened, against a student or member of staff;
b) Sexual abuse or assault;
c) Supplying or possession of an illegal drug; and carrying an offensive weapon.

Suspensions:

Students may be suspended for a fixed term, generally 1 to 5 days, up to a maximum of 45 days, in any one year. This type of suspension will be used, for example, in situations where a student is abusive to a teacher; is involved in fighting or serious bullying; or for constantly defying school rules.

If a student is suspended, the school is responsible for providing and marking appropriate work to be collected and returned by parents.

Where a suspension

a) Is for more than 5 days in any one term, or
b) Causes or is likely to cause loss of examination opportunity, or
c) Is made permanent, the Headteacher will inform the LA and the Discipline Committee of the Governing Body.

The Committee will

a) consider the circumstances of the exclusion;
b) consider any representations from the parents of the student;
c) allow the person(s) making the representation to attend a meeting of the Committee to make oral representations; and
d) consider these representations.

If the Committee decides to reinstate the student, they will:

a) decide upon the date for the reinstatement;
b) immediately inform the Headteacher, the parent and the LA.

If the Committee decide not to reinstate the student, they will inform the Headteacher, the parents and the LA; and if the exclusion is to be permanent, they will inform the parents in writing of

a) their right of appeal and to whom it should be made;
b) the need to state the ground of the appeal; and
c) the last date on which the appeal may be made.

Child on Child Abuse

Child on Child abuse is captured in four key definitions (Firmin, 2013)

1. The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships. In reality children of a much younger age have had these experiences in their intimate relationships.
2. The definition for child sexual exploitation (DfE, 2017) captures young people aged under 18 who are sexually abused in the context of exploitative relationships,
3. Would also refer you to part 5 KCSIE September 2023 contexts and situations by a person of any age – including another young person.
4. The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours).

Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature. The term child on child abuse can refer to all of these definitions. Any response to child on child abuse needs

to cut across these definitions and capture the complex web of young people's experiences. In situations whereby victims of child sexual exploitation appear to also be perpetrators or facilitating the sexual exploitation of other children a nuanced approach is needed that recognises and engages with the child's perpetration within the context of their own victimisation. It is important that children who perpetrate child sexual exploitation receive a different response to adult perpetrators. (DfE, 2017).

Our response to child on child abuse needs to include an assessment of the needs of all of the young people involved; an assessment of the 'perpetrator' of the abuse will also be required if they are under the age of 18.

The assessment of risk, and subsequent interventions with young people, needs to recognise that individual experiences do not cause the abuse that they experience, but may be used by others who have power over them.

Further information/ research about child on child abuse can be found on the MsUnderstood partnership website. http://www.msunderstood.org.uk/

Child on child abuse along with sexual violence and sexual harrassment has no place at Dene Magna. If such incidents are reported the following protocol is followed:

1. Listen to the disclosure and take written statements from those involved including any witnesses.
2. The person making the disclosure is taken seriously.
3. The information is passed to the DSL/DDSL where a decision is made about the appropriate agency to signpost to e.g Police, social care etc. Parents/carers are informed of the information relating to the incident and the decisions made to involve outside agencies (where appropriate seeking consent for referrals).
4. The DSL/DDSL work with others in the pastoral team to ensure appropriate support is in place for both the victim and the perpetrator. This may include managing social time, ensuring students have safe places to go at break and lunch, writing risk assessments and sharing with relevant colleagues in school.
5. The support is regularly reviewed and updated particularly if there is a change in circumstance. For more guidance on child on child abuse/sexual violence/ sexual harrassment please see our safeguarding policy.