

Dallam School



Behaviour Policy

(Including Behaviour Principles)

Committee:	Local Advisory Committee
Date of adoption:	01 December 2022
Date of next review:	Summer 2024

Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Review
1	Adopted by Local Advisory Committee	01 December 2022
2	Reviewed and approved by Local Advisory Committee	11 July 2023
3	Reviewed and approved by Local Advisory Committee	03 October 2023

Behaviour policy

We have the highest possible expectations for every child here. We want them to succeed with their learning and to feel safe, happy and well. That is why the school focuses on three key areas to ensure the highest standards of behaviour: learning, community, and personal development.

1. Behaviour Principles

- Every student has the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- Behaviour expectations, social norms and routines are taught to all student, not assuming that all students have these core principles
- Every student is supported to develop emotional self-regulation
- Students are helped to take ownership for their actions
- Students normalise and recognise good behaviours
- Families are involved in behaviour incidents to foster good relationships
- Staff and volunteers always set an excellent example to pupils
- Violence or threatening behaviour will not be tolerated in any circumstances
- All pupils, staff and visitors are free from any form of discrimination
- Rewards, sanctions and reasonable force are used consistently by staff, in line with this policy
- Permanent exclusions will only be used as a last resort, as outlined in DfE documents
- This policy is understood by students and staff

2. Our School Principles

At Dallam we promote high standards of behaviour. We are an ambitious school wanting the very best **for** all our students and **from** all our students.

Our consistent behaviour policy shapes our school; it shapes our ethos and school values of Courage, Respect, Compassion, Endeavour and Integrity.

The promotion of positive behaviour is a shared responsibility. It requires the commitment of all stakeholders, in particular: students, parents and school staff. Parents and carers are key partners in their children's learning. School staff will engage directly with parents and carers and foster a positive and inclusive environment where parents and carers are encouraged to work in partnership with the school to develop consistent messages.

3. Home/School Agreement

The Dallam Home/School agreement can be found on the school website. This outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

The Home/School Agreement mirrors the statements made in this policy so that parents are encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. We kindly ask that you review this.

4. Consistency

Consistency of practice is needed across the school to ensure that students know the standards of behaviour expected of them. Our belief is that students respond in a positive way when they know what is expected of them and when they are treated in a fair way.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, Dallam is committed to promoting and rewarding good behaviour. We are also committed to a united approach to managing behaviour in and out of school.

5. Ethos and Culture

A culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.

'Climate' and ethos are key determinants in promoting social and emotional wellbeing and mental health for all in school. This is described as 'core values, attitudes, beliefs and culture of the school and classroom' and includes school 'connectedness' and a feeling of being accepted, respected and bonded to the school environment. School climate can also be seen as incorporating three essential aspects - engagement, safety and environment. These aspects are essential to maintaining positive relationships and social and emotional wellbeing.

The Local Advisory Group or Trust Board will not tolerate any unacceptable behaviour by parents, visitors or other members of the school community. We may bar individuals from coming on to school premises where their behaviour towards staff, pupils or others working in or on behalf of the school is unacceptable or inappropriate.

6. Behaviour Education and Staff Training

Social norms are taught through the schools' personal development curriculum, assemblies, educational conversations and within normal lessons. We seek to empower students through the language of choice and communicates regularly the standards of acceptable positive behaviour and behaviour that makes people feel unsafe and/or unable to learn.

Staff are trained to support and promote the ethos and culture of school. This occurs through CPD, the behaviour routines that the school have embedded and the teaching standards. Staff will always do their best to foster positive relationships, take in to consideration specific needs or strategies and deescalate where ever possible.

7. Bullying

Bullying is defined as: "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". Bullying can take many forms: including name calling, taunting and/or sending inappropriate text messaging, emailing or 'posting' on social media sites hurtful and abusive comments or threats.

The School will not tolerate bullying or intimidation of any description. A complaint of bullying will always be taken seriously. Please refer to the Anti-Bullying Policy that can also be located on the school website.

8. Protected Characteristics: SEN, Disabilities and Mental Health

We want to meet the needs of all students in the school, including those with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all students. Behaviour will often need to be considered in relation to a student's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When reviewing a behaviour incident we will consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important we seek to try and understand the underlying causes of behaviour and whether additional support is needed and anticipate likely triggers of misbehaviour and put in place support to prevent these.

Examples of preventative measures might include: adjusting seating plans to allow a student 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 or training for staff in understanding conditions such as autism.

Where students have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, we recognise that this can have a lasting impact throughout childhood, adolescence and into adulthood.

9. Student Voice and Opinion

- Treat everyone equally
- Treat others as you expect to be treated yourself
- Student views and opinions should be listened to when making decisions about the school
- Students are praised for doing their best and behaving well
- Respect people of different backgrounds and countries from you
- Respect others
- Never be afraid to fail or make a mistake
- Be tolerant and accepting of differences
- Always care about each other and be kind
- Always speak up if someone else is feeling hurt or upset

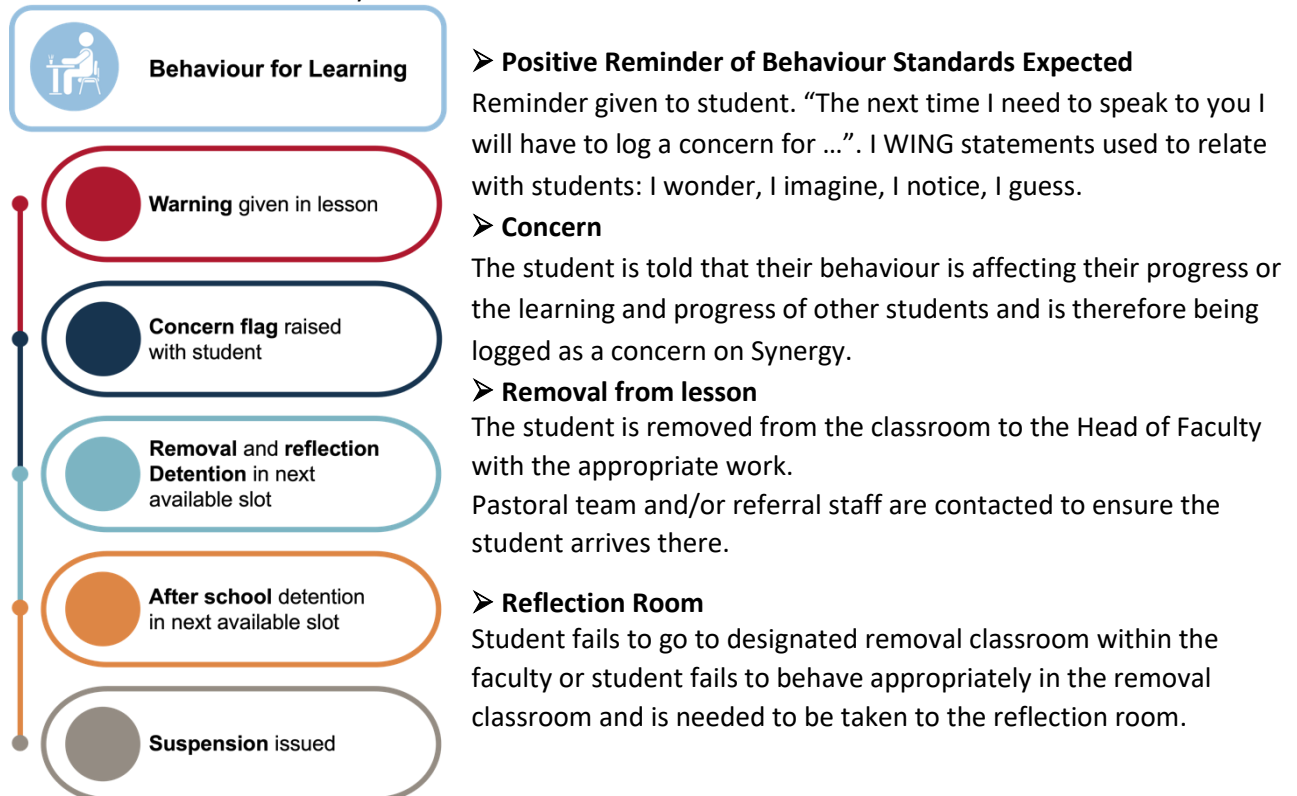
These are at the heart of what good learner behaviour should look like in our school community.

Positive behaviour	Behaviour that makes people feel unsafe and/or unable to Learn
In Classrooms	
<ul style="list-style-type: none"> • Coming in quietly and preparing to work • Sitting in the seating plan • Listening to the teacher and to each other • Getting on with the task set • All students must have their planner in school • Using Mobile devices WITH the teacher’s permission as part of BYOD 	<ul style="list-style-type: none"> • Arriving late without a late slip • Answering back / swearing / rudeness • Distracting other students • Walking around the classroom without the teacher’s permission • Shouting out • Using mobile devices without permission
Around School	
<ul style="list-style-type: none"> • Walk on left hand side • Form an orderly queue • Be respectful towards supervisors, including prefects who are assisting the staff in ensuring the smooth running of the school • Be respectful towards all duty staff and prefects • Ensure that tables are cleared away 	<ul style="list-style-type: none"> • Shouting and running around • Ignoring staff requests • Graffiti, damaging/removing displays • Smoking/Vaping • Ignoring duty staff and prefect requests • Leaving your table uncleaned • Eating or drinking outside of the canteen
With Other Students	
<ul style="list-style-type: none"> • Respect for others’ feelings/belongings • Listen to others’ views • Respect their environment: building, furniture and school grounds 	<ul style="list-style-type: none"> • Bullying: verbal & physical • Abusive language • Damage to or the theft of property/school effects
With Adults (Dallam staff and Visitors)	
<ul style="list-style-type: none"> • Respect • Acting on requests made to you by staff • Listening 	<ul style="list-style-type: none"> • Swearing • Pushing past on corridors • Ignoring what is being asked of you
School Transport and in the Community	
<ul style="list-style-type: none"> • Show relevant pass at proper times • Sit down in a seat and wear a seatbelt • Speak and behave in an appropriate way 	<ul style="list-style-type: none"> • Smoking/Vaping • Out of seat while the bus is in motion • Verbal/physical abuse of all other people

10. Dallam Behaviour System – What is it?

At Dallam we aim for praise to outweigh sanctions in the ratio of 4:1 and staff will endeavour to concentrate on positive aspects of behaviour. In class this is reward points and out of class “Golden Tickets”.

The Dallam ‘Behaviour’ system is designed to give students choices and reminders ensuring that all students can make outstanding progress in every lesson. Its principal role is to support learning by tackling and dealing with low-level disruptive behaviour, i.e., behaviour that undermines the student’s own learning or that of others. If unchecked this sort of behaviour stops outstanding progress and undermines the authority of the teacher.



➤ **Serious Behaviour Issues**

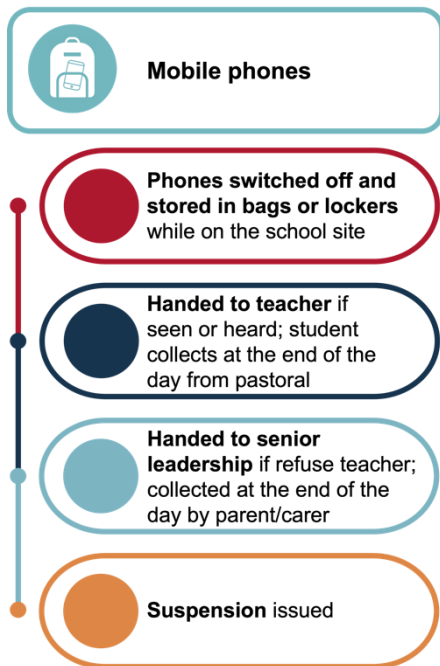
For serious behaviour issues, such as refusal to follow instructions of senior leaders in the school, dangerous, threatening or violent behaviour students could be issued with the appropriate level of response, without needing a positive reminder or concern first; i.e. fixed term suspensions (see Appendix D)

➤ **The Reflection Room**

Where students are involved in behaviour that makes people feel unsafe or unable to learn then they may need to spend time in the Reflection Room. This may include a loss of social time.

The expectations for positive behaviour apply in the classroom, around the school in corridors, at lunchtime and break time, on the buses and in the wider community. In short, our behaviour code applies throughout the school day as well as before and after school. This includes behaviour at any time that could adversely affect the reputation of the school.

11. Mobile Phones, smart watches and other electronic devices



At all times mobile phones and other similar devices must be switched off and stored in bags or lockers, this rule commences as soon as students arrive on school site and does not end until they have left the school site.

If students have such devices out then they will be confiscated and handed to the pastoral team, this includes if students are seen using headphones, earphones, air pods and other devices that connect to mobile phones.

Linked Policies

- Exclusions and Suspensions Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy

Appendix A: The Use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain students. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. The decision on whether to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence.
- injuring themselves or others.
- causing damage to property, including their own.
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the student and whether they have Special Educational Needs or disabilities.

Action as a result of self-defence or in an emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a student was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene.

Circumstances in which reasonable force might be used:

- Students found fighting will be physically separated.
- Students at risk of harming themselves or others through physical outbursts may be restrained.
- To prevent a student from attacking a member of staff or another student.
- To prevent a student causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Unreasonable force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing.
- kicking, slapping or punching.
- forcing limbs against joints (e.g., arm locks).
- tripping or holding by the hair or ear.
- holding face down on the ground.

Communication

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be considered:

- the student's behaviour and level of risk presented at the time of the incident.
- the degree of force used.
- the effect on the student or member of staff concerned.
- the child's age.

All incidents will be recorded as soon as possible, and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary.

Appendix B: Power to Search Students

The school follows Government advice when using the powers to confiscate items from students which is outlined in DfE guidance.

Headteachers, and staff authorised by them, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a 'prohibited item'.

The following items are examples of 'Prohibited Items':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Fireworks
- Pornographic images (including those found on mobile devices)
- **Any article** that the school reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the student)

Where items are 'prohibited' as outlined above, these will not be returned to students and will be disposed of by the school according to the DfE advice and statutory guidance. Students must not bring any such items on to school premises. There will be severe penalties for students found to have 'prohibited' items in school. In certain circumstances this may lead to permanent exclusion.

The following are examples of items, which are banned by the school under the school rules

Examples:

- *Mobile phones or other electronic devices such as smart watches used in class*
- *Jewellery not in accordance with the school uniform policy*
- *Cigarettes or e-cigarettes (vapes) and lighters or matches*

Students found with any smoking paraphernalia will have these confiscated, parents will be informed that they can collect or request that we dispose of these, whether they are found to be smoking/vaping or not. They will also be issued with an appropriate sanction for bringing such items on to the school premises. Students will also receive sanctions for smoking/vaping near the school, in the community, whilst in full or part uniform, as well as on their way to and from school.

The school will confiscate any electronic items being used on the premises such as mobile phones, airpods. etc. Students are allowed to bring these to school on the understanding that they remain switched off and in bags during lessons and other directed time.

Staff in this school have the right to confiscate, search and ultimately delete any media which they "reasonably suspect" is being used to bully or otherwise cause an individual harm.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a student repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items.

Where items are not collected, the school will dispose of them at the end of each term.

Appendix C: Medicines, Drugs and Drug-Related Incidents

Medicines

Where students are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g., safe storage in the Pastoral Hub and administration of medicines in line with national guidance). Parents should notify the Pastoral Hub of any medication that needs to be taken.

Drugs Education at Dallam

Drugs Education forms part of the Personal Development and SMSC curriculum delivered explicitly at all key stages.

Dallam School Policy on Drugs

- We do not support the use of tobacco, alcohol, solvents, illegal drugs, psychoactive substances and medicines by members of the school.
- Under no circumstances will the supply or sale of illegal drugs, psychoactive substances on the school sites at Milnthorpe or Heversham, on the way to or from school, or on any school trips either during or outside school time will be tolerated.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.

Dealing with Drug-Related Incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer students to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises on the way to or from school and on school trips:

Tobacco

In line with legislation, the school has a policy of no smoking or vaping in the school buildings or on the school sites and at any time on trips or visits. Students caught smoking or vaping will be sanctioned in line with the school Behaviour system and parents will be contacted by pastoral staff. Students smoking or vaping at the Boarding House will be sanctioned appropriately by the Head of Boarding or senior team.

Alcohol

No alcohol is to be consumed during the course of the normal school day. Those hiring any school premises, are not allowed to consume alcohol on site unless it has been authorised by the Headteacher and/or forms part of the Lettings Contract and an occasional license has been purchased.

Solvents

The school will ensure that potentially harmful substances are stored safely, and students will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants during Physical Education lessons will be discouraged because of the potential risks to people with asthma or other bronchial problems.

Illegal substances (Category A, B and C drugs and including 'psychoactive substances')

Illegal or illicit substances must not be brought to school or used on school premises.

Police Involvement

There may be rare occasions when school staff feel that they require the support of the Police. This will depend on the seriousness of the circumstances and will be determined by the Headteacher or nominated person.

Generally, the arrest of students on school premises will be avoided unless the circumstances dictate otherwise. If it proves necessary to arrest a student on school premises, the police should where possible seek the cooperation of the school to enable the arrest to be made discreetly. For example, authorised school staff may be able to isolate the student from others before police make the arrest.

Appendix D: Suspensions and Permanent Exclusion

a) Introduction

Dallam School is an inclusive school which aims to promote equality in all aspects of school life. We take a positive approach to encouraging good behaviour but also recognise that good discipline in our school is essential to ensure all students can benefit from the educational opportunities we provide.

Suspension is an extremely serious disciplinary sanction that means that a student is not allowed on the school premises for the duration of the Suspension. If a student suspended from school is found in a public place during normal school hours during the first five school days of suspension, then a person with parental responsibility for them may be prosecuted or given a fixed penalty notice (a fine). A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

Permanent Exclusion is when it is decided that a student's behaviour, over a period of time, or a one off serious incident, is in breach of the school's behaviour policy.

b) Reasons for Suspension or Permanent Exclusion

The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy.
- If allowing the student to remain in school would seriously harm the education or welfare of other people or the student themselves in the school.

For example, suspension and/or permanent exclusion could be used for any of the following, all of which constitute examples of unacceptable conduct (including outside of school), and are serious infringements of our Behaviour Policy (please note this list is some of the more common examples, it is not complete or exhaustive:

- Verbal abuse to staff or other adults or to students
- Physical abuse to/attack on staff or other adults or students
- Indecent behaviour, sexual abuse, or sexual assault, including up-skirting and sexting
- Persistent or serious wilful damage to student or school property
- Misuse of illegal or prescription drugs or other substances including the supply of an illegal or controlled substance
- Possession, use or distribution of substances that should not be brought into school such as: alcohol, cigarettes, tobacco, etc.
- Theft
- Serious actual or threatened violence against another student or a member of staff or of someone else who is part of the school community
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the behaviour.
- Failure to comply with a reasonable request from the Headteacher or Senior Team.
- Failure to wear school uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- Persistent or serious breaches of health and safety rules.
- Persistent or serious failure to comply with the requirements of the 'Behaviour System'.
- Persistent or serious bullying.
- Making a serious false allegation against a member of staff.
- Persistent or serious behaviour which calls into question the good name of the School
- Persistent defiance or disruption.
- Other serious breaches of school rules.

Ultimately, the decision to suspend/exclude a student must be lawful, reasonable, and fair, in particular considering our statutory duty under the Equality Act not to discriminate against students on the basis of protected characteristics, such as disability.

In the case of a permanent exclusion, parents have the right to ask for the decision to be reviewed by an Independent Review Panel which will include representatives from the Local Advisory Committee and/or Trust Board.

c) Exclusion of a child who has Special Educational Needs

There are certain factors that we take into consideration for children who display disruptive behaviour that is as a result of their Special Educational Need or Disabilities (SEND) so we will take steps to:

- engage proactively with parents in supporting the behaviour of students with additional needs;
- provide early intervention to address underlying causes of disruptive behaviour including an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have;
- consider the use of a multi-agency assessment for students who demonstrate persistent disruptive behaviour;
- take account of our statutory duties in relation to SEND when administering the suspension/exclusion process including having regard to the SEND Code of Practice;
- consider what additional support or alternative placement may be required.

Ultimately, the decision to suspend/exclude a student must be lawful, reasonable, and fair, in particular considering our statutory duty under the Equality Act not to discriminate against students on the basis of protected characteristics, such as disability.

d) The Role of Local Advisory Committee and/or Trust Board

The Local Advisory Committee and/or Trust Board has a duty to consider parents' representations about a suspension/exclusion and must consider the reinstatement of an excluded student within 15 school days of receiving notice of the suspension/exclusion if:

- The exclusion is permanent;
- It is a suspension which would bring the student's total number of school days of suspension/exclusion to more than 15 (15.5 days) in a term; or
- It would result in a student missing a public examination or national curriculum test.

If a student would be excluded from school for more than 5 school days, but not more than 15, in a single term, and requested to do so by the parents, the Local Advisory Committee/board of trustees must consider the reinstatement of an excluded student within 50 school days of receiving notice of the suspension/exclusion.

In the case of a suspension which does not bring the student's total number of days of suspension to more than five in a term, the Local Advisory Committee and/or Trust Board must consider any representations made by parents, but it cannot direct reinstatement as it does not have the power to overturn the Head teacher's decision and is not required to arrange a meeting with parents. In this case Local Advisory Committee/trustees will consider whether it would be appropriate to place a note of their findings on the student's educational record.

Excluded students will be enabled and encouraged to participate at all stages of the suspension/exclusion process, considering their age and understanding.

Following their consideration, Local Advisory Committee and/or Trust Board may (where applicable):

- uphold an suspension/exclusion; or
- direct reinstatement of the student immediately or on a particular date.

Where reinstatement is not practical because for example, the student has already returned to school following the expiry of a suspension or the parents make clear they do not want their child reinstated,

the Local Advisory Committee and/or Trust Board must, in any event, consider whether the Head teacher's decision to exclude the child was justified based on the evidence.

In reaching a decision on whether to reinstate a student or not, the Local Advisory Committee and/or Trust Board will consider whether the decision to exclude the student was lawful, reasonable, and procedurally fair, taking account of the Head teacher's legal duties.

In the case of a permanent exclusion, parents have the right to ask for the decision to be reviewed by an Independent Review Panel which will include representatives from the Local Advisory Committee and/or Trust Board.

e) What is an Independent Review Panel?

If applied for by parents within the legal time frame, the Local Authority/Academy Trust will, arrange for an Independent Review Panel hearing to review the decision of a Local Advisory Committee and/or Trust Board not to reinstate a permanently excluded student.

The legal time frame for an application is:

- within 15 school days of notice being given to the parents by the Local Advisory Committee and/or Trust Board of their decision to uphold a permanent exclusion; or
- where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act in relation to the exclusion.

Following its review, the panel can decide to:

- uphold the exclusion decision;
- recommend that the Local Advisory Committee and/or Trust Board reconsiders their decision; or
- quash the decision and direct that the Local Advisory Committee and/or Trust Board considers the exclusion again.

An independent review panel does not have the power to direct a Local Advisory Committee to re-instate an excluded student. However, where a panel decides that a Local Advisory Committee's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a Local Advisory Committee to reconsider its decision.