



DEYES HIGH
SCHOOL

Attitudes and Behaviour Policy



DEYES
HIGH
SCHOOL

LYDIATE
LEARNING TRUST

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Attitudes and Behaviour Policy

Rational

In line with the Education and Inspection Act (2006), this policy sets out Deyes High School's arrangements to promote good behaviour, self-discipline and respect and to prevent bullying. This policy is intended to ensure the school's expectations about behaviour and conduct are clear to all staff, students and parents and implemented consistently.

All students at Deyes High School are entitled to a safe and secure environment which is conducive to effective learning. Good behaviour underpins the success of a school and we expect all students to demonstrate high standards of behaviour at all times. We recognise that some students experience difficulties and we will do all we can to support them but every student is expected to do their very best.

The support of all parents and carers is essential to the School's successful implementation of this policy.

Aims of the Policy

The aims of the Behaviour Policy at Deyes High School are:

To state what is expected of Governors, the Head of School, staff, parents and students.

To outline the key procedures and practices used to expect high standards and good behaviour

To outline how students are expected to behave

To define what we consider to be unacceptable behaviour, including bullying

To ensure that parents and students understand that poor behaviour is not acceptable.

To outline the key procedures and practices used to sanction poor behaviour

To ensure a consistent approach with regard to behaviour related expectations and the management of behaviour.

To outline our system of rewards and sanctions

To summarise the roles and responsibilities of different people in the school community with regards to behaviour management

Roles and Responsibilities

Governors

The governing board will ensure that this policy meets current statutory requirements and is renewed annually. The governing body will develop a culture where:

school leaders and staff are equipped with the knowledge, understanding and skills to promote high expectations

all school staff model exceptional standards of behaviour to the students

the school provides clear guidance to students and parents about the behavioural expectations of the school

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

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The Head of School:

Is responsible for reviewing and approving this behaviour policy.

And will ensure that:

The school complies with legislation and statutory requirements and that they are appropriately described in this policy.

Strategies, procedures and practices outlined in this policy are adhered to.

The school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

All staff have a responsibility to set the tone of our community and the expectation of respectful behaviour in their own classrooms and in any area of the school. Maintaining a safe working environment where students can develop and flourish free of intimidation, negative criticism and distraction is a priority. Staff should endeavour to build positive relationships with students based upon trust and fairness.

Certain students do not respond in the same way as the majority for a number of reasons and are classed by the school as vulnerable. Staff should consider these students and plan in their lessons to support them and use strategies to engage them. The planning and delivery of engaging and stimulating lessons is essential to lower the likelihood of behaviour issues.

In all interactions with students should aim to remain positive and prevent escalation. All members of staff have a professional armoury of classroom management skills, which each teacher should seek to continuously develop and reflect upon.

Staff are responsible for implementing the behaviour policy consistently, modelling positive behaviour, providing a personalised approach to the specific behavioural needs of particular pupils and recording behaviour incidents.

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

Parents

Parents play a crucial role in ensuring good behaviour. A parent means:

All natural parents, whether they are married or not;

Any person who has parental responsibility for a child or young person; and,

Any person who has care of a child or young person i.e. lives with and looks after the child.
(Parental Responsibility Measures January 2015)

Parents are expected to:

Guarantee that their child's behaviour does not upset anyone, cause harm or prevent others from learning.

Support their child in adhering to the pupil code of conduct.

Inform the school of any changes in circumstances that may affect their child's behaviour.

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Discuss any behavioural concerns with the class teacher promptly.

Inform school of any change in address, telephone number, email address.

Be polite to school staff at all times, in person at school, on the telephone and when using electronic communication.

Students

It is essential that all pupils can be safe and happy in school and learn without distraction. Also, staff must be able to teach free from disruption.

Each student must be able to learn in a safe and positive classroom environment.

To achieve this, pupils are required to read, co-sign and adhere to the home school agreement which outlines and agreement to:

Demonstrate a caring nature by:

- Being polite and courteous to others at all times.
- Show respect to members of staff and each other.
- Following instructions given by staff or prefects quickly and respectfully.
- Following instructions, first time, every time.
- Wearing a face covering in school at all times, except for when eating or drinking.
- Being kind to others and speaking out when something is wrong.
- Behaving in an orderly, self-controlled and dignified manner at all times.
- Following all health and safety regulations in classrooms and around the school.
- Moving quietly around all areas of the school.
- Walking on the left hand side of corridors
- Lining up for and entering classes calmly and quietly.
- Lining up for and using the dining room calmly and quietly.
- Treating the school buildings and school property with respect.
- Using our shared spaces considerately and recycle where possible.
- Not riding your bicycle on the school premises.
- Eating only in the designated areas.
- Placing litter in bins.
- Not bringing fizzy drinks into school.
- Not drinking fizzy drinks in school.
- Not having or eating chewing gum in school.
- Not bringing canned drinks into school.
- Not drinking canned drinks in school.
- Accepting sanctions if given.
- Never bullying others.
- Never make racist, homophobic or other abusive, discriminative or humiliating remarks.
- Never resorting to violence.
- Never smoking, or being in the presence of anyone who is smoking (cigarettes or e-cigarettes)
- Not bringing in or using any dangerous/banned/prohibited items, for example:
 - Alcohol
 - Drugs
 - Cigarettes, matches, lighters, e-cigarettes

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- Weapons of any kind, real or imitation
- Fireworks
- Lazer pointers
- Material that is appropriate or illegal for children to have: such as racist, extreme or pornographic material.

Act as an ambassador for the school by:

- Wearing your full uniform correctly and with pride, both in school and the local community.
- Ensuring your uniform is correct and remains smart throughout the day.
- Switching off and leave unseen and unheard, your mobile phone from 'gate to gate'.
- Behaving responsibly and with consideration for others at all times when walking or cycling to and from school, using public transport and on school trips.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Show you are 'Determined to Achieve' by:

- Attending school every day.
- Arriving at school ready to begin learning by 8:40am.
- Preparing well for lessons by bringing the correct equipment and appropriate resources to every lesson.
- Taking necessary equipment out immediately after entering the classroom.
- In class, making it possible for all pupils to learn.
- Working with determination, curiosity and enthusiasm; never disrupting the learning of others.
- Completing homework on time and to the best of your ability.

Lesson Expectations

At Deyes High School we expect the highest standards of behaviour and conduct from our students at all times. We expect students to work hard, respect themselves and respect others. To ensure you take responsibility for your own actions we expect you to:

- Arrive to the lesson on time.
- Line up outside the classroom in single file and in silence
- Have all of the necessary equipment. (Planner, black/blue and red pens, pencil, ruler, rubber, calculator, bag large enough to carry A4 folders, full and correct Deyes High PE kit for all PE lessons.)
- Enter the classroom in silence.
- Take out your equipment, sit down in silence and engage in the learning activity if one has been set by the teacher; answer your name on the register.
- Remain quiet until it is your turn to speak, respectfully listening to others.
- Stay on task and try your best.
- Talk only when the teacher has explicitly given permission. If you have a question, you will raise your hand and wait patiently.
- Read whenever you are asked to and always follow the text being read.

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- Present your work with all the basic principles being shown: underlining titles, all sheets glued in, single lines through mistakes, writing in pen and absolutely no doodling.
- Begin working on a task as soon as you are instructed to and in the manner instructed.
- Raise your hand if you believe you have finished.
- Sit up straight and be alert.
- Do what is asked of us first time, every time.
- Respond to feedback and do so in detail - writing much more than the amount of feedback given.
- Pack away sensibly leaving your work area tidy, when instructed to do so, not before.
- Leave the room calmly and silently and when instructed to.
- Complete all homework on time and to the best of your ability.
- Catch up with any work missed due to inattentiveness or absence from school.

Behaviour in the wider community

The School takes the behaviour of its students very seriously. Students are representing themselves and the school when travelling to and from school. If poor behaviour is brought to our attention by a member of the public, parent or student in the school then the School will take the appropriate disciplinary measures.

The School's expectation is that when 'off premises' all students should conduct themselves in an appropriate, responsible and considerate manner. Anti-social behaviour in the community will not be tolerated.

The policy also applies where a student's behaviour outside the School has an impact or is likely to have an impact on the orderliness of the School's learning environment (either directly or indirectly). Examples of this are involvement in community based anti-social behaviour which may cause offence / has caused offence to others and which may / has led to conflict, posting of electronic messages (e.g. via Facebook, Twitter or by Text or Email) which may cause offence, has caused offence to others and which may / has led to conflict with the School, bringing the School into disrepute or acting in a manner which is likely to bring the School into disrepute by acting in a disorderly or anti-social manner and being identifiable as a member of the School community either through the wearing of the School uniform, through the wearing or display of the School logo or through being known by 'common association' with the School within the community.

The sanctions for behaviours where students are not on the School premises will be proportionate with those outlined in this policy for misbehaviour whilst in the School.

Additional Information related to the Coronavirus outbreak

Effective infection protection and control

There are important actions that everyone should take during the coronavirus (COVID-19) outbreak, to help prevent the spread of the virus.

Everyone is asked to ensure they apply these approaches and actions are continued until further notice.

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- Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days or who have someone in their household who does, do not attend school.
- Clean hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
- Ensure good respiratory hygiene. Cough or sneeze into a tissue, disposing of the tissue immediately (the 'catch it, bin it, kill it' approach) and avoid touching your mouth, nose and eyes with hands.
- Clean frequently touched surfaces often, using standard products, such as detergents and bleach.
- Students are encouraged to avoid using public transport wherever possible.
- If public transport is being used, face coverings must be used.
- Face coverings worn on public transport must be removed and disposed of before entering the school.
- Parents are asked to encourage students to maintain 2-metre social distancing when travelling to and from school, including if walking to school with friends.
- Staggered arrival and departure times have been introduced to support students in maintaining social distancing outside of school and at the school gates.

Face Coverings

Until further notice, face coverings are compulsory in all areas for all staff and students. This includes: - outside areas, corridors, toilets, and classrooms. At present, the only time a face covering should not be worn is when as student is eating or drinking.

Face masks should be plain and without branding.

Scarves, snoods and hoodies are not to be used in place of face masks.

If there is a medical reason why a face mask cannot be worn, School should be contacted to discuss the issue.

Year Group 'Bubbles'

To reduce the risk of transmission we operate using distinct groups or 'bubbles' that do not mix. Should a case of Covid 19 be confirmed in school, this will make our actions more efficient. Each year group will be allocated a zone and all students in a year group will remain in this zone for the duration of the school day. All lessons, break and lunchtime will be spent within the zone social spaces. Within this zone, students are still encouraged to keep their distance and asked not to touch staff or other students.

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Each zone will be assigned a toilet. Only one student will be allowed in each toilet (room) at any one time. Others will need to wait and queue outside the toilet, along the corridor observing 2-metre social distancing. Only one student will be allowed to go to the toilet at any one time.

Students are reminded to avoid sharing any equipment such as pens, pencils and other stationery. This also includes drinking bottles.

Students are not to cough or spit at or towards any other person.

Response to anyone displaying symptoms of COVID-19

If a pupil displays symptoms on the government's published list for COVID-19 (a new, continuous cough or a high temperature, or a loss of, or change in, the normal sense of taste or smell (anosmia) whilst at home or before travelling to school, they should not attend school.

If a pupil displays any of these symptoms during the school day, they should tell an adult. They will be isolated on site until contact can be made with home and arrangements made for them to go home. The room in which the pupil is isolated in, will be disinfected immediately after they leave.

Any students who display symptoms are to remain at home and follow the government guidance: [Stay at home: guidance for households with possible or confirmed coronavirus \(COVID 19\) infection](#)

For ease of reference, all students with symptoms or who have been in contact with students with symptoms, follow the guidance set out in **Appendix A**.

NHS track and trace process

Parents/carers will need to be willing to:

- [book a test](#) if their child displays symptoms. Students must not come into the school if they have symptoms, and will be sent home to self-isolate if they develop them in school.
- provide details of anyone their child has been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- ensure students [self-isolate](#) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](#), or ordered by telephone via NHS 119 for those without access to the internet.

Behaviour during the Coronavirus outbreak

Any student caught deliberately acting maliciously in relation to social distancing measures put in place by the school, also coughing, spitting and restrictions on teaching zones will be sent home immediately, to work remotely.

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A Fixed Term Exclusion can also be used if students are verbally abusive towards staff, physically violent or present a significant danger to themselves or others (running around the school and refusing to follow any instruction set by staff, being one potential example.)

A parental discussion will be arranged before a return to school is agreed. If during the reintegration discussion, the school is not convinced that the pupil is willing to follow the new health and safety rules in place at the school then they will be asked to leave the school and work from home (on the remote learning that has been set) until further notice.

Instructions on specific inappropriate behaviour (spitting, coughing directly and intentionally at a teacher or child)

We are obviously not expecting to see this type of behaviour, but in the unfortunate event that we do, this must be reported immediately to the relevant SLT lead / duty officer who will act immediately by removing the child to an isolated place and contacting parents with the intention of the child returning home whilst the situation is assessed. The behaviour policy would then apply.

If there is any contact with another person's saliva, the following guidelines published by the NHS must be followed:

1. Wash the saliva off your skin with soap and lots of running water.
2. Wash the saliva/ blood out of your eyes, nose, mouth with lots of cold water. Spit the water out after washing your mouth.
3. If you wear contact lenses, rinse before and after taking them out.
4. Any tissues containing saliva or blood must be disposed of in the clinical waste bins (yellow bins found in the designated first aid/ medical area)

If you think you are at risk of infection seek medical advice from:

1. Your GP
2. Accident & Emergency provision at your nearest hospital.

All such incidents should be recorded in full in the accident book and in the student's behaviour log.

4. Procedures and Practices

Communication

The school strongly believes in the importance of working closely with parents and all stakeholders to ensure standards of behaviour remain high and, when poor behaviour does take

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place, students are dealt with fairly, swiftly and appropriately. The standards and expectations of the school will be communicated via:

The Attitudes and Behaviour Policy
The school website
The parental newsletter
Transition documents
Staff role modelling
Assemblies
Posters
Thought for the Week
The 2 Deyes Bulletin
Assemblies
Form Time
The planner
Lessons
Phone calls
Email
My Ed
Twitter
Face to face meetings
Student behaviour contracts, if appropriate

Students have the expectations of their behaviour and the reasons for such expectations explained clearly and all within the school community will contribute towards the establishment of a caring environment in which the values of kindness, honesty and service to others are considered as normal.

Respectful behaviour and language during any of these communications is paramount and is expected from all parties.

Attendance

Attendance to school is compulsory and all details regarding attendance are contained within a separate attendance policy which can be found on our website.

Uniform

A smart uniform encourages a sense of community and develops a sense of pride and self-respect. The School believes that uniform should therefore be worn with pride and we have the highest expectations of our students.

Purchasing and wearing the correct uniform indicates a willingness to engage with and be a part of Deyes High School. We require all pupils to wear the correct uniform at all times. We expect parents to champion our uniform and support us by expecting their child to choose, purchase and wear our uniform correctly.

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We publish a set of uniform requirements (see below) to ensure students and parents clearly understand what is / is not acceptable. Deviation from the requirements will be dealt with on every occasion. We expect parents to fully support us in this endeavour.

Incorrect make-up, jewellery and nail varnish will be required to be removed immediately.

Students wearing incorrect footwear will be required to wear shoes supplied by school, until their own, correct footwear are worn.

Our uniform expectations, as published on our website and can be found in **Appendix B**:

Remote Learning

If students are not in school, we expect them to follow the expectations set out below.

- Access and be present and actively engaged in all remote lessons
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.
- Use proper online conduct: appropriate background, dress, language and conduct.

Parents should contact the School if they think their child might not be able to comply with some or all of the expectations, so we can consider alternative arrangements with them.

Online Behaviour

When learning online students are reminded of the need to be kind and respectful to each other and to staff. We ask that students remember at all times that they are teachers and that teachers are not "friends" or peers so they should not contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, will be taken very seriously and could result in a referral to the police. This is also the case of for any online bullying towards other students or peer-on-peer abuse that is disclosed to the school during this time.

Students should be aware of the following when they are learning online:-

- Students' behaviour and comments should be exemplary, reflecting how they would behave in a lesson.
- Students should address teachers and refer to peers as they would do in a classroom setting.
- Students must not take screenshots, record lessons or engage in private chats during online lessons.
- Students should not add/change their profile picture.

Dealing with problems

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If there are any problems with students adhering to expectations around remote learning, including if they don't engage with the remote learning set for them, we will make contact with the family in order to discuss any barriers to learning which can be removed.

We recognise the challenging times faced by all and will work with families to ensure the most appropriate solution for everyone.

Rewards

Commending students for their good conduct promotes a positive environment that is conducive to learning and personal development, and encourages students to behave responsibly and respectfully. Students are rewarded for going 'above and beyond' minimum expectations in accordance with the criteria set out in the Rewards Policy.

Everyone responds better to praise rather than criticism. It is important that good behaviour is recognised and rewarded to help establish a positive climate for learning. It is also important that there is a culture of praise within the school community which makes the school experience more enjoyable. A high frequency of rewards helps to maintain a positive relationship between staff and students and facilitates a learning experience that is positive and fruitful. The overwhelming majority of students make a very positive contribution to the life of Deyes High School and should be recognised for this. The rewards system should be used to reinforce good behaviours and applied consistently across the board for all students. However, any system must also be mindful of being inclusive for all so that all are able to achieve and be recognised for their positive behaviours. As such, rewards may at times, at the discretion of the Pastoral Team and school staff, be tailored to meet individual needs so as to be inclusive.

Deyes High School has a variety of rewards on offer, given at regular intervals for a host of positive actions.

Sanctions

All teachers and other staff have the statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

The authority to discipline students applies to all paid staff with responsibility for students. Teachers can discipline students at any time the students are in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline students for misbehaviour outside school.

Staff may discipline a student for any misbehaviour when the young person is taking part in any school-organised or school-related activity, or travelling to or from school, or wearing school uniform, or in some other way identifiable as a student at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, or poses a threat to another pupil (eg bullying) or member of the public, or could adversely affect the reputation of the school.

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Disruptive behaviour during lessons will not be tolerated – every child has the right to an education and the school will not accept behaviour by a minority of students which prevents others from learning.

The school seeks to make all students aware of the consequences should they choose to misbehave. Understanding probable consequences is important in guiding students to make the right decisions and is intended to promote good behaviour.

Instances behaviour which breaches any of our school rules, will be sanctioned accordingly. The use of sanctions is consistent overall but it is appreciated that certain individuals within our vulnerable list cannot respond in the same way as others. The teacher must use strategies to plan to minimise behaviour issues. Staff are advised to use sanctions sparingly as frequent use can escalate the inappropriate behaviour and reduce the teacher's authority. When issuing a sanction, a student's prior conduct may be taken into consideration.

Students who use technology such as the internet and mobile phones to cause harm, distress or humiliation to others will be dealt with very seriously.

Community Service may be appropriate when the student is required to reflect on the consequences of their actions, for example, through supporting the site management team within the school environment.

Under the Education Act 2011, the school reserves the right to take disciplinary action against any student who, in the view of the Headteacher based on the evidence before him/her, has made a serious, malicious allegation against a member of staff, which is unproven. This may result in exclusion from school.

Where a student has misbehaved, a consequence will be imposed. A student may be taken out of circulation whilst a breach of the rules is investigated. In most cases, the most effective consequences are completed expeditiously and as soon after the event as possible. Students will be given the opportunity to reflect on their behaviour and demonstrate that they have learned from their experience and their impact on others.

Sanctions are organised into a hierarchy and are fair and reasonable for the level of breach of School rules. The response to frequent behaviour issues is graduated.

The school has various support mechanisms which can be accessed when necessary. It is noted that negative behaviours can be an indication of an unmet need and therefore, where appropriate, the school is committed to working with other agencies in order to support students to bring about improvements in their behaviour.

Disciplinary action taken against a student will not be discriminatory and the school will promote equality at all times. All sanctions will be applied without discrimination or prejudice.

Addressing Breaches of School Rules – 7 Levels

In order to determine the seriousness of a breach of school rules and the resulting sanctions and interventions, Deyes High has organised all actions into 7 possible levels. Actions can be an escalation or straight to a level. Full details can be found in Appendix C.

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Utilising the above categorisation with the connected sanctions, monitoring and interventions allows all parties to be clear about expectations and the response from School. This clarity should foster an awareness and therefore an avoidance of inappropriate actions.

Combining with the above levels are 'Negative Behaviour Toward Others' Tiers. This has been designed in order to define behaviours which can often be labelled as 'bullying' but upon closer investigation, falls short of our defined criteria for bullying (Tiers 1 and 2), or indeed, the behaviours do fall under the criteria for bullying (Tier 3). Tier 1 and 2 behaviours will still be taken seriously by school and interventions/sanctions will follow. Any social media mis-use (malicious communication) will be dealt with as either Tier 2 or Tier 3.

Tier 1 can be deemed to fall into Level 2 breach of school rules. Tier 2 can fall into levels 3 or 4. Tier 3, bullying, falls into level 5 or higher.

Full details for the Tiers can be found in Appendix D.

Deyes High does not tolerate any form of bullying. Our Anti Bullying procedures are outlined in a separate policy which can be found on our school website.

Civil standard of proof

When reaching the decision of which tier the behaviour falls into, staff will apply the civil standard of proof, i.e. 'on the balance of probabilities', which means it is more likely than not that a fact is true.

Behaviour Points

A graduated number of points are given to students as part of the sanctions. These points are recorded a student's school record, monitored on a regular basis by relevant staff, used to determine a level of need for a student and shared with parents via the progress assessment report and the My Ed app.

Detentions

Teachers have specific legal power to impose detentions within school and after school hours.

The School is not obliged to give parents 24 hours' notice of a detention and parental permission to detain a child is not required.

During the current COVID conditions, detentions are rarely being used and only if there has been no other method of resolution to the incident.

The following information details how detentions operate under normal, non-COVID conditions.

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Parents will not normally be informed of any detention that is of 15 minutes duration or less. A text will inform parents of any detention longer than 15 minutes and notice will normally be given as a courtesy.

A Level 3 detention will be set for any action which is deemed a 'major' breach of school rules. (Refer to Appendix A for full details of categories.) The student will be informed of this detention. These detentions are served during lunchtime, from 12.25pm to 1pm. This leaves 10 minutes for a student to eat their lunch.

The detention, once set, will be expected to be attended on time by the student, without the need to be reminded, collected and without first obtaining and/or eating their lunch. The School will if necessary, collect the student from their lesson 3 in order to ensure attendance at the detention. As notice will have been given, the student has time to organise a packed lunch for the day of the detention, or knows that lunch will not be obtained and eaten until 1pm that day and therefore can organise their eating habits for the day, accordingly. The only exception to this would be for medical reasons which will have been raised and discussed with the person setting the detention, prior to the commencement of the detention.

A Step 4 detention can be set for repeated 'major' or 'severe' breaches of the school rules. This detention will be for one hour and will be served after school. Again, this should be attended on time by the student, without the need to be reminded and/or collected. The School will if necessary, however, collect the student from their lesson 5 in order to ensure attendance at the detention.

In order to ensure attendance at the detention, the student will be informed that the detention has been set, the parent will receive notice of the detention, a reminder will be displayed in the 2 Deyes Bulletin and class teachers will remind about the detention at lesson times.

In giving detentions, the School will ensure that the impact of the detention on the student's travel arrangements is reasonable. However, we do not need to amend this simply because it is inconvenient. The welfare of the child will be considered along with factors such as any caring responsibilities held by the child.

By law, the permitted times for detentions are: any school day when the student does not have permission to be absent, weekends but not those at the beginning and end of half term holidays, teacher training days. The School reserves the right to impose a detention on a student outside school sessions which may include 'after school' on a normal school day, a Saturday during school term or a training day.

Monitoring Reports

Students can be placed on a report to monitor their conduct, progress and application to their studies. Reports can be issued by a Form Tutor, Faculty Lead, the relevant Head of Year, a Senior Staff Key Worker or Head of School.

Form Tutors can issue a Level 3 monitoring report, in response to repeated Levels 1 and 2 breaches of school rules and Level 3 breach of school rules. A conversation between the form tutor and student takes place daily and between the form tutor and parent, weekly.

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Faculties can issue a Level 3 monitoring report in response to serious apathy and/or disruptive behaviour in lessons. A conversation between the class teacher/faculty lead and student takes place weekly and between the class teacher/faculty lead and parent, weekly also.

Heads of Year can issue a Level 4 monitoring report, in response to repeated Level 3 breaches of school rules and Level 4 breach of school rules. A conversation between the Head of Year and student takes place daily and between the Head of Year and parent, weekly.

The Senior Staff Key Worker can issue a Level 5 monitoring report, in response to repeated Level 4 breaches of school rules and Level 5 breach of school rules. A conversation between the Senior Staff Key Worker and student takes place daily and between the Senior Staff Key Worker and parent, weekly.

The Head of School can issue a Level 6 monitoring report, in response to repeated Level 5 breaches of school rules and Level 6 breach of school rules. A conversation between the Head of School and student takes place daily and between the Head of School and parent, weekly.

Intervention

Understanding that disruptive behaviour can be an indicator of unmet needs, where monitoring reveals concerns about a student's behaviour the School will seek to identify any causal factors and intervene early. Students potentially at risk will be identified and offered alternative or additional provision to meet their individual needs. These additional measures may include:

Active involvement and engagement with parents

Placement on a daily monitoring report

A change of class or set

Curriculum alternatives

Assessment of Special Educational Needs, including possible application for an Education Health Care Plan, or placement in a special school

Implementation of a Behaviour Support Plan

Active involvement and engagement with appropriate external agencies

Internal Exclusion

In response to a breach of school rules at level 4 or above, a student can be required to attend school, but be removed from lessons and social times. This is classed as an 'internal exclusion.'

A student may be placed in internal exclusion by a member of Senior Leadership Team, Pastoral Leaders or Heads of Year, for severe and beyond breaches of school rules (Level 4 and above). Students returning from a Fixed Term Exclusion can also be placed in internal exclusion as a mechanism of support, to ensure a successful re-integration to School.

Parents will be notified, with the reasons for the internal exclusion, via text, email or phone call.

A resolution must be reached and an agreement made regarding future behaviour before the student returns to the wider community of school.

Internal Exclusion is normally 1-2 days and the most likely use is repeated poor behaviour choices.

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Internal Exclusion may be for longer than 5 days only with the permission of the Headteacher or Deputy Headteachers and in circumstances where significant disruption to the learning environment is likely, the risk of violent behaviour exists, injury may be caused or Safeguarding concerns are present.

Internal exclusion should not be a barrier to academic progress and any student placed in this isolation is expected to complete all provided work, to the best of their ability.

Fixed Term Exclusion

School recognises the need to be creative in response to breaches of school rules and will strive to consider alternatives to a fixed term exclusion wherever possible.

However, if necessary, A fixed term exclusion from school can be applied for 'extreme' and/or 'severe' breaches of the School rules. They can range from 1-15 days. School has a responsibility to educate students from the 6th day of any exclusion, whether it is fixed term or permanent.

When reaching the decision to exclude a child, the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities', which means it is more likely than not that a fact is true.

If the exclusion has been awarded pending further investigation into an action, once the decision has been made regarding the action, the exclusion can be extended or a permanent exclusion can be awarded to begin after the fixed term exclusion ends.

A fixed term exclusion means that the student is instructed to be absent from school for a specified period of time. Parental contact to inform them of the decision to award a fixed term exclusion will initially be made via telephone or email, followed by a letter of confirmation.

A fixed term exclusion should not be a barrier to academic progress and any student completing this is expected to access the shadow curriculum available on the School website, completing all provided work, to the best of their ability.

In order to successfully return to School after a fixed term exclusion, a reintegration meeting is to be held. The meeting will be led by the most appropriate member of staff and will include the student, and their parent/s where a range of reintegration strategies will be discussed and agreed upon to ensure that students are supported to be successful. For example, behaviour contracts, support plans and parent contracts, Governor behaviour panels will be considered as part of the re-integration discussion and applied if appropriate.

Should a student or their parents refuse / fail to attend the Governor's Behaviour Panel (taking into account reasonable attempts to schedule or reschedule the Panel in line with parent's work or caring commitments), the School may consider higher level interventions or sanctions up to and including permanent exclusion.

Governors' Discipline Committee

A student's conduct may place them at risk of permanent exclusion, either as a result of persistent poor behaviour or a one off serious breach of discipline. When this is the case, a

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student will be issued a final warning and / or instructed to appear before the Governors' Discipline Committee. The purpose of such a measure is to give the student an opportunity to account for their actions to the Governors and to benefit from the guidance the Governors will provide. Where the Headteacher has issued a final warning, the Governors will determine whether to endorse that decision.

Parenting Contracts

Parenting contracts can be used where a child has seriously misbehaved even when the child has not been excluded.

The School is empowered to apply for parenting orders where previously this had to be done by the Local Authority.

A parenting contract is a formal written signed agreement between parents and either the local authority or the governing body of the school. The contract should contain:

- A statement by the parents that they agree to comply for a specified period with whatever requirements are set out in the contract
- A statement by the local authority or governing body agreeing to provide support to the parents for the purpose of complying with the contract.

The local authority or governing body should fund any support required to implement a parenting contract (such as referral to parenting classes) and provide information to parents about other types of support available, such as details of national and local agencies and helplines.

Parenting contracts are voluntary but any non-compliance should be recorded by the school or local authority as it may be used as evidence in court where an application is made for a behaviour parenting order.

Parenting orders

Parenting contracts can be used where a child has seriously misbehaved even when the child has not been excluded.

A parenting order can require the parent(s) to follow the courts directions, for example to attend parenting courses to assist them in dealing with their children

Parenting orders are imposed by the court and the parents' agreement is not required before an order is made. Parenting orders are available as a 'free-standing order' by direct application by the governing body of a school, or local authority to the Magistrates' Court, in cases either where exclusion has taken place or where there has been serious misbehaviour.

An application for a parenting order for misbehaviour must be made within 40 school days of the date upon which the latest instance of serious misbehaviour occurred or, if applicable, the date on which the exclusion review process ends. If a parent has already entered into a

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parenting contract, an application can be made within 6 months of the date the contract was signed.

Parenting orders consist of 2 elements:

- A requirement for parents to attend counselling or guidance sessions (e.g. parenting education or parenting support classes) where they will receive help and support to enable them to improve their child's behaviour. This is the core of the parenting order and lasts for up to 3 months
- A requirement for parents to comply with such requirements as is specified in the order. This element can last up to 12 months. All parenting orders must be supervised by a 'responsible officer' from the school (behaviour orders only) or local authority. They are individually named in the parenting order. Any breach by parents without a reasonable excuse could lead to a fine of up to £1,000. The police may enforce any breach of an order by a parent. Parents have a right to appeal a parenting order to the Crown Court.

Permanent exclusion

The decision to permanently exclude a student will only be taken:

1. In response to a serious breach or persistent breach of the school's behavioural policy.
2. Where allowing the student to remain would seriously harm the educational welfare of the student or others in the school.

Behaviour of students outside of school can be considered grounds for disciplinary action and will be considered by the Head teacher if damaging to the safety of others or the reputation of the school

If the Head teacher is absent then the person acting in their position can make the decision to permanently exclude a student.

A note of examples of misconduct is set out below. This list is intended to show examples only and is not intended to be exhaustive.

- a serious breach of safety requirements likely to endanger other people or yourself, or to cause damage to School property;
- unauthorized use of or supply of alcohol or drugs within the School premises or whilst in the company of teachers, students or parents of students or during any extra-curricular activities organised by the School at any time;
- unauthorized removal of School property;
- stealing from the School, employees of the School, or from students and other serious and deliberate offences of dishonesty;
- intentional damage to property;
- abuse of the School's computer system and of the internet and non-compliance with any policy issued by the School addressing these matters specifically;
- sexual misconduct, abuse or assault;

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- serious actual or threatened violence, physical assault or fighting against another student or member of staff or worker in the School;
- carrying an offensive weapon;
- bullying and/or harassment including racial, sexual or homophobic harassment;
- wilful defiance of the properly exercised authority of the School and its staff;
- bringing the School into disrepute or acting in a manner deliberately to undermine the School's principles or ethos to the detriment of students and staff.
- Bringing/having/using an item which is banned by school.

Making a decision to exclude

Before deciding whether to exclude a student, the Headteacher will:

- Ensure that an appropriate investigation has been carried out
- Consider all the evidence available to support the allegations
- Allow the student to give his/her version of events
- Look at the particular circumstances of each case.

The Headteacher has to be satisfied on the balance of probabilities that the student was responsible for the behaviour in question. In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- a) The gravity of the incident, or serious of incidents, and whether it constitutes a serious breach of the Academy's Behaviour for Learning Policy.
- b) The effect that the student remaining in the Academy would have on the education and welfare of other members of the Academy community.

In the event of a decision to permanently exclude a student, all relevant staff and governors will follow the Department for Education guidelines and will. [DfE Guidance for the exclusion of students from school](#)

Searching, screening and confiscation

Searching with consent

Department for Education January 2018 states that School staff can search a pupil for any item if the pupil agrees, however, the ability to give consent may be influenced by the child's age or other factors.

This policy makes it clear to all parties, what items are banned and therefore can search a student for a banned item.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment.

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Schools are not required to have formal written consent from the pupil for this sort of search. It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

Searching without consent

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

Canned drinks
Fizzy drinks
Cigarettes and cigarette papers
Tobacco
E-cigarettes and all vaping paraphernalia
Any items which School believes may be sold for financial gain.
Stolen items
Alcohol
Psychoactive substances
Knives or weapons of any kind, real or imitation
Illegal drugs,
Fireworks
Pornographic images

Also any article that the member of staff 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).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The authorised member of staff conducting the search will be the same sex as the pupil being searched; and there will be a witness (also a staff member) and, if possible, they will be the same sex as the pupil being searched.

This limited exception to this rule will be applied if there is reasonable belief that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

During the search

The extent of any search includes clothes, bags, desks and lockers.

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The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Electronic Devices

The Education Act 2011 amended the power in the Education Act 1996 to provide that:

When an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Use of force

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Confiscation of items

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

A member of staff conducting a search will use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

If the confiscation falls within this behaviour policy and is reasonable, the person confiscating is not liable in respect of the confiscation, the disposal or any damage or loss arising. The School will follow statutory guidance issued by the deciding what to do with a seized prohibited item.

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Where any article is reasonably suspected to be an offensive weapon, it will be passed to the police.

Items found as a result of a 'without consent' search can be seized if there are reasonable grounds for suspecting it is a prohibited item or is evidence in relation to an offence.

If a person conducting a search finds alcohol, they may retain or dispose of it. It will not be returned to the pupil.

If a person conducting a search finds controlled drugs, these will be delivered to the police as soon as possible but could be disposed of if the person thinks there is a good reason to do so.

If a person conducting a search finds other substances which are not believed to be controlled drugs these could be confiscated if the searcher believes them to be harmful or detrimental to good order and discipline. This could include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

If a person conducting a search finds stolen items, these will be delivered to the police as soon as reasonably practicable.

If a person conducting a search finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that we can dispose of tobacco or cigarette papers as we think appropriate. They will not be returned to the pupil.

If a person conducting a search finds Fireworks these be retained or disposed of. They will not be returned to the pupil.

If a person conducting a search finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it will be delivered to the police as soon as reasonably practicable.

Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Where a member of staff finds an item which is banned under the school rule, we will take into account all relevant circumstances and use a professional judgement to decide whether to return it to its owner, retain it or dispose of it

Any weapons or items which are evidence of an offence will be passed to the police as soon as possible.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The School also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. Data or files may be deleted if there is a good reason to do so. The school is entitled to retain the device if it contains material which has been or could be used to cause harm, to disrupt teaching or break the school rules.

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There is no need to have parental consent to search through a young person's mobile phone if it is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

Any search and resulting confiscation will be conducted following the guidance in the Department for education's 'Searching, Screening and Confiscation January 2018'.

Any formal complaints about students being searched should be made in accordance with the School's usual complaint's policy.

Reasonable force

Whilst almost all incidents which do occur can be resolved using arrange of non-physical strategies, there may be an occasion when force is required to de-escalate a situation. If this becomes necessary, staff could use reasonable force to control students and/or to restrain them.

All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). Reasonable force can be applied by a member of staff on the premises or off the premises if the student is under control of that member of staff. It can also be applied by a person who the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

The term 'reasonable force' covers the broad range of actions which are 'reasonable in the circumstances' meaning using no more force than is needed.

Control means 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 a classroom, guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Staff are permitted by law to use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- Restrain a student at risk of harming themselves through physical outbursts
- Prevent a student causing personal injury to any person, including himself or herself
- Prevent a student causing damage to property;

School cannot use force as a punishment – it is always unlawful to use force as a punishment.

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The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

5. Review

This policy will be normally be reviewed annually. However, during the coronavirus outbreak, any updated Government guidance will be taken into account and added if necessary.

6. Link to other documents

[Behaviour and Discipline in School 2016](#)

[Searching, screening and confiscation at school 2018](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Exclusions form School Statutory Guidance 2017](#)

[Keeping Children Safe in Education September 2020](#)

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Appendix A

A person with symptoms

If a person becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), **then** *they* must be sent home, arrange a test and self-isolate for at least 7 days

If a person becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), **then** *other members of their household* should self-isolate for 14 days from when the symptomatic

If a person with symptoms *tests negative* and if they feel well and no longer have symptoms similar to coronavirus (COVID19), **then** they can stop self-isolating. *Other members of their household* can stop self-isolating

If a person with symptoms *tests positive*, **then** *other members of their household* should self-isolate for 14 days from when the symptomatic person first had symptoms.

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A person who is sent home because they have been in contact with someone with symptoms

A person who has been in contact with someone showing symptoms will be sent home and asked to self-isolate for 14 days.

If a person has been in contact with someone showing symptoms and is sent home to self-isolate for 14 days, **then** *their household* does not need to self-isolate, unless the person who is self-isolating subsequently develops symptoms.

If a person who has been in contact with someone showing symptoms subsequently *develops symptoms themselves* within their 14-day isolation period, **then** they should stay at home and get a test.

If the test delivers a *negative result*, **then** they must remain in isolation for the remainder of the 14-day isolation period as you could get symptoms after being tested

If the test delivers a *positive result*, **then** they should inform their school immediately, and must isolate for at least 7 days from the onset of their symptoms.

If the test delivers a *negative result*, **then** *their household* can stop self-isolating if they do not have symptoms

If the test delivers a *positive result*, **then** *their household* should self-isolate for at least 14 days from when the symptomatic person first had symptoms.

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Appendix B

Smart @ Deyes

- Blazer** Black blazer with the school badge, as supplied by school suppliers.
- The blazer should be worn at all times, unless a classroom teacher gives permission to remove it during class.
- The blazer should never be worn around the waist or shoulders.
- Tie** Deyes High School tie, with the appropriate colour for the year group.
- Worn to conceal the fastened top button and long enough to reach the waistband of the skirt or trousers.
- Shirt** Light blue, plain style and fabric.
- Worn buttoned up to the top and fully tucked into the waistband of the skirt or trousers.
- Jumper (optional)** Black V neck with badge on the left hand side, as supplied by the school suppliers.
- Not to be worn instead of a blazer.
- Skirt** Plain, black pleated skirt, in a formal uniform style - as supplied by the School's designated suppliers.
- Or plain black square-necked and buttoned pinafore.
- All skirts and pinafores should be knee length.**
- Trousers** Plain, black, in a formal uniform style - as supplied by the School's designated suppliers.
- No 'skinny' trousers of any material.
- No jeans, tracksuit or combat style trousers.
- Shoes** Black, plain leather or patent, polishable, formal office style, low heeled full shoes with no coloured or white markings, embellishments, logos, bows, flowers or mental adornments.
- Casual shoes, training (sports) shoes or shoes with a trainer type sole

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and/or are unpolishable are not acceptable.

Canvas or fabric shoes are not allowed.

Any footwear with a sports brand logo is unacceptable.

Visual depictions of appropriate and inappropriate footwear are available on the School website.

Socks

Plain dark blue or black socks. No bows on socks.

Tights

Plain, black or flesh coloured may be worn.

Outdoor Wear

Coats should be plain and dark coloured.

No sweatshirts, hoodies, zipped jackets are to be worn in school.

No hoods, hats or caps are to be worn in school.

No denim or leather coats/jackets.

No outdoor wear should be worn underneath or instead of the blazer.

All outdoor wear must be big enough to be worn over the blazer.

Hair

Long hair (shoulder length and below) must be tied back without elaborate hair decoration – using navy or black accessories.

No bows are to be worn.

Long hair should be tied up at all times throughout the school day.

Students should not come to school with extreme hair styles or unnatural hair colours which draw attention to themselves.

Make-up

No makeup or discreet enough not to be noticed.

Nail Varnish

No nail varnish.

Any nail varnish worn, including shellac will be required to be removed immediately.

Jewellery

The only permitted jewellery is a wristwatch and one small pair of studs, worn one each in the lower earlobe.

No nose/tongue jewellery or visible body piercing with jewellery.

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All non-permitted jewellery will be removed immediately, regardless of when a piercing was obtained.

It is not acceptable to wear a plaster over non-permitted jewellery.

Spacers are not allowed to be worn in school.

School Bag

A school bag/s should be carried which will accommodate A4 size files and a full Deyes High PE kit.

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Appendix C

Level	Breach of school rules	Number of behaviour points given	An example of possible sanctions/consequences
1	Slight	0	Reminder and discussion
2	Minor	2	Reminder and warning
3	Major	3	Parental discussion. Level 3 detention – 35 minutes at lunchtime Level 3 monitoring report. Possible withdrawal of privileges such as school trips and reward days. Can be 're-earned.'
4	Severe	4	Parental discussion. Level 4 detention – one hour after school Level 4 monitoring report. Internal isolation. Behaviour contract, created with SEN advice and support. Withdrawal of privileges such as school trips and reward days. Can be 're-earned.'
5	Extreme	5	Fixed Term Exclusion between 1 and 5 days. Level 5 monitoring report. Withdrawal of privileges such as school trips and reward days. Behaviour support plan, created with SEN advice and support.
6	Sustained	6	Fixed Term Exclusion between 6 and 10 days. Level 6 monitoring report 1-5pm timetable. 2 week respite in another setting. School transfer
7	Serious or Persistent		Permanent exclusion

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Appendix D

Negative Behaviour Towards Others

Open all investigations as Tier 1. Investigation to determine if should be placed on Tier 1, 2 or 3.

Actions can be in person or online, or both.

Civil Standard of proof to be used to judge intent: On the balance of probabilities.

Overall judgement of Tier made according to the 'best fit'

All social media mis-use to be placed in either Tier 2 or Tier 3.

Behaviour Type	Intent		Frequency	Reason	Cause	Acknowledgement	Possible Sanctions	Personal Development	Resolution	Other
Tier 1										
Hurt	Spontaneous Unintentional	Little intent to cause harm or upset	Isolated	Can cause hurt feelings and upset	Based in thoughtlessness or poor manners	Person who was rude accepts responsibility	Student and parent conversations Detentions	Can be resolved through personal development, complete intervention workshop	Can be resolved through personal development and mediation	
Conflict	Not planned - in the heat of the moment	Little intent to cause harm or upset	Isolated	All parties are upset	All parties want to work things out	All parties will accept responsibility	Student and parent conversations Detentions	An effort is made by all parties to solve the problem, complete intervention workshop	Can be resolved through personal development and mediation	
Tier 2										
Mean	Intentional	Intent to cause temporary harm, either individually or as a group	Repeated	Can hurt others deeply	Based in anger, impulsive cruelty	Behaviour often regretted	Detentions (Lunch and afterschool). Fixed term exclusion. Parental meeting. Internal isolation	An effort is made by perpetrator to solve the problem, complete intervention workshop	Can be resolved through personal development	Or repeat of tier 1, despite interventions
Tier 3										
Bullying	Is planned and done on purpose	Motivated to hurt, physically and/or emotionally, either individually or as a group	Continuous	The target of the bullying is upset	The bully is trying to gain control over the target - imbalance of power	The bully blames the target	Internal isolation. Fixed term exclusion. 1-5pm timetable. Managed move. Permanent exclusion.	The target wants to stop the perpetrator's behaviour, the perpetrator does not	Cannot be resolved through mediation	Or, repeat of tier 2, despite interventions

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