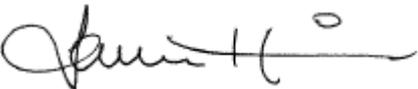




# BEHAVIOUR POLICY DTW

| Version and Date |           | Action / Notes   |
|------------------|-----------|--|
| 1.0              | May 2018  |  |
| 2.0              | Oct 2019  |  |
| 3.0              | June 2020 | Temporary Addendum to School Behaviour Policy due to Covid19 Pg 2                        |
| 4.0              | Sept 2020 | Update – Exclusion protocol, behaviour blueprint, school terminology and tariff changes. |

|   |  |
|---|--|
| <b>Policy Reviewed:</b>   | 03.12.20   |
| <b>Policy Review Frequency:</b>   | 3 years  |
| <b>Next Review:</b>   | Dec 2023   |
| <b>Signature of Headteacher:</b><br> | <b>Signature of Chair of Local Governing Body:</b><br> |

### **Addendum to School Behaviour Policy due to Covid19. June 2020**

We are looking forward to welcoming pupils back from year groups identified within government guidance as part of the phased re-opening of schools during the coronavirus (COVID-19) pandemic.

Whilst provision will be different to that which was enjoyed before the government instigated the national lockdown and closure of schools, pupils will still be safeguarded by the same but enhanced policies for safeguarding, child-protection, SEND and support for their mental and physical health and wellbeing.

In order to maintain a safe and orderly environment for our pupils and staff, within challenging circumstances, this addendum to our Behaviour Policy specifies how our schools will share expectations with pupils and their families and respond to breaches to our Behaviour Policy that put pupils and/or staff at risk with regards to their health, safety and/or wellbeing.

The attendance of pupils will be recorded and expectations will be in accordance with statutory government guidance and any updated temporary arrangements.

<https://www.gov.uk/government/publications/school-attendance>

As referenced in The Dean Trust Risk Assessment and the school's associated Risk Assessment and opening plan, informing pupils, staff and families of our expectations regarding behaviour is paramount to ensure a safe environment and consistency of understanding and application.

We are mindful that certain behaviour sanctions outlined in our Behaviour Policy would not be appropriate at this time as social distancing and minimising the use of additional rooms and staffing must be avoided to reduce the risk of virus transmission.

Refusal to follow COVID-19 protection rules and other associated health and safety measures will be considered a breach of the school's behaviour policy.

Following behaviour expectations being shared and checked with pupils, any pupil who deliberately commits a serious or persistent breach of the COVID-19 protection rules will be sanctioned by the Headteacher. This sanction will involve the pupil being removed from their classroom into a safe and supervised place, contact with their parent made and a half-day or one day fixed-term exclusion being imposed. The duration is dependent on the time of the day that the behaviour breach took place. The pupil will then be invited in to attend a meeting (with adherence to social distancing and sanitisation guidelines) with their parent/carer on the following day or at the earliest opportunity that the parent/carer can attend, to discuss the incident. Parents/carers will be offered the opportunity to engage in a remote meeting.

A 'face-to-face' meeting, in person or remote, should take place within 48 hours of the pupil being excluded. Should the parent fail to attend the meeting then the Headteacher, or the senior leader with delegated responsibility, should telephone the parent to discuss the incident. The Headteacher, or senior leader with delegated responsibility, should then inform the parent/carer of their decision as to whether the pupil will be permitted to return to school. During any period of time that the pupil is at home, full access to remote learning provision will be provided and the pupil's participation monitored and feedback provided where appropriate.

Depending on the seriousness of the incident, the impact it has had on pupils and/or staff and the level of remorse shown by the pupil and family, a decision will be made by the Headteacher, or the senior leader with delegated responsibility from the Headteacher, as to whether the pupil can be reinstated to onsite provision.



If the Headteacher, following consultation with a Governor, who would ordinarily sit on that school's Governors' Behaviour Panel, deems that a reintegration of that pupil would cause significant risk to the health, safety and wellbeing of pupils and/or staff, then a decision will be made that the pupil's education will be supported remotely and the pupil will not be permitted to return to school during this period of phased partial opening.

If the Headteacher's decision is that the pupil cannot return to onsite school provision during this period of phased partial opening of schools, because of the pupil's behaviour putting the health, safety or wellbeing of others at risk, the parent/carer has the right to appeal this decision to the Chair of Governors for that school.

The parent/carer must present their appeal in writing to the Chair of Governors. The Chair of Governors will consider the appeal and make a decision, within 5 days from the day that the school receives the written request, to either uphold the Headteacher's decision or request that the pupil is reinstated.

Should the Chair of Governors uphold the Headteacher's decision then there is no further right of appeal during this period of phased partial opening of schools. For any period of time that the pupil is at home full access to remote learning provision will be provided and the pupil's participation monitored and feedback provided where appropriate.

*Examples of breaches of COVID 19 protection rules include but are not exclusive to:*

- Persistent and deliberate failure to adhere to social distancing guidance
- Coughing or spitting deliberately
- Persistent and deliberate refusal to follow new school guidance on movement around the school site

This addendum will be reviewed prior to the start of the proposed new term on 1<sup>st</sup> September 2020 and is subject to amendments in light of the latest government guidance for schools.

## Behaviour Policy

### Introduction

At Dean Trust Wigan we seek to create a positive learning climate that enables excellence to be achieved by all. We aim to foster positive relationships between pupils and staff that are built on mutual respect.

### Principles of the behaviour policy

This behaviour policy seeks to support the school aims by ensuring that:

- Every member of the school community feels valued and respected
- We promote an environment where everyone feels happy, safe and secure
- Every member of the school community will be treated fairly and in a consistent manner
- We consistently apply our school standards which are: 'Be Ready, Be Respectful and Be Safe'.

These principles are not primarily concerned with the enforcement of rules but rather a means of promoting positive relationships, so that people can work together with the common purpose of enabling everyone to achieve.

This policy is designed to promote good behaviour through an ethos of kindness, fairness, responsibility and co-operation

### Aim

The school has high expectations of its pupils, teachers and other members of the school community to ensure that excellence is achievable by all. The behaviour policy explains school expectations and protocols regarding managing behaviour.

### Objectives

- To ensure that all members of the school community are aware of the aims and expectations of the school in terms of behaviour and consistency
- To promote a positive attitude to learning and provide a learning environment that enables pupils to realise their potential
- To encourage good, orderly behaviour and respect for others, equipment and the environment
- To provide consistent and effective support for staff and pupils
- To provide clear guidelines to colleagues on the consistent use of rewards and sanctions
- To support pupils in achieving success and encourage patterns of good behaviour through a range of rewards
- To deal with incidents of unacceptable behaviour with appropriate sanctions
- To ensure that all pupils are treated equally and fairly with regards to rewards and sanctions
- To ensure that pupils, parents and carers are aware of the rewards and disciplinary referral routes.



## Responsibilities of the School, Pupils and Parents

### School:

- To ensure the whole school community is consulted about the principles of the school behaviour policy.
- To establish and clearly communicate measures to ensure good order, respect and discipline.
- To ensure the school behaviour policy does not discriminate against any pupil on, for example, grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- To support, praise and, as appropriate reward pupils' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably - considering of the needs of SEND and the needs of vulnerable children and offering support as appropriate.
- To make alternative provision from day six for pupils excluded for a fixed period and to arrange reintegration interviews for parents at the end of a fixed period exclusion.
- To take all reasonable measures to protect the safety and wellbeing of staff and pupils including preventing all forms of bullying and dealing effectively with reports of and complaints about bullying.
- To ensure staff model good behaviour and never denigrate pupils or colleagues.
- To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.
- To keep parents informed of their child's behaviour- good as well as bad.
- Use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with other agencies to promote community cohesion and safety.

### Pupils:

- To follow reasonable instructions by school staff, to apply school standards and accept sanctions in an appropriate way.
- To act as positive ambassadors for the school at all times including when off school premises.
- Not to bring inappropriate or unlawful items to the school.
- To show respect to school staff, fellow pupils, school property and the school environment.
- Never to denigrate, harm or bully other pupils or staff.
- To co-operate with and abide by any arrangements put in place to support their behaviour.

### Parents/ Carers:

- To respect the school's Behaviour Policy and the disciplinary authority of school staff.
- To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- To send their children to the school each day punctually, equipped and ready to learn.
- To ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviour outside the norm.
- To be prepared to work with the school to support their child's positive behaviour.
- To attend meetings with school staff, if requested, to discuss their child's behaviour.
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, to attend a reintegration interview with the school at the end of a fixed period of exclusion.
- If parents/ carers change their telephone number there is an expectation that they will inform the school.
- It is the parent's responsibility to ensure that their child behaves well in school and conforms to the expected and required standards of behaviour.



### **How expected behaviour is communicated**

At Dean Trust Wigan expectations of behaviour are expected to be applied consistently across all year groups and in every subject area. Prospective pupils and parents are informed of these standards in meetings prior to commencement of education at the school. Current pupils, parents and staff are reminded of these expectations regularly via the school website, newsletters, annual school information booklet and the pupil planner. Pupils are also reminded in lessons, assemblies and form time.

### **How positive behaviour is taught**

In order for our pupils to make conscious decisions about the right way to behave in a variety of circumstances/situations learning tutors deliver a PSHE lesson each week in an extended form time. These lessons encompass a broad range of themes that influence behaviour such as British Values, the values of inclusivity, personal qualities and mental health.

Each pupil attends a weekly assembly led by a the pastoral team, a senior member of staff or by an external speaker. The assembly themes are planned to cover a wide range of spiritual, moral, social and emotional issues that are pertinent to our pupils and there is always an element of the assembly that requires pupils to reflect upon their own values and beliefs.

The assembly themes are intended to be interchangeable as we will deviate from the planned theme if we believe that world or local events require exploration and explanation. We also use assembly time to reinforce the standards and values that we expect to be shown by our pupils.

All curriculum areas have identified elements of Spiritual, Moral, Social and Cultural education which are taught explicitly and also help to promote and reinforce positive behaviour.

## **General expectations that apply to all members of our community**

### **Our school standards are 'Be Ready, Be Respectful and Be Safe'**

#### **Be Ready**

- Have full equipment every day
- Be on time to every lesson
- Wear the correct uniform
- Mobile phones to be switched off and in bags
- Work to the best of your ability
- Don't bring energy drinks to school

#### **Be Respectful**

- Use manners at all times
- Be kind
- Respect the opinions of others even if it is different than your own
- Treat others the way that you would like to be treated



- Place litter in bins provided

### **Be Safe**

- Walk inside the school building
- Behave calmly at social times
- Walk on the left hand side of the corridor
- Don't bring prohibited articles into school

### **Members of the school community are not expected to:**

- Use obscene, racist, homophobic, sexist or transphobic language.
- Behave in a manner that may be perceived as threatening or aggressive.
- Truant or abscond from school.
- Vandalise property.
- Bully others.

### **The following are not allowed on the school premises:**

- Controlled substances
- Children under the age of 18 are not allowed to bring cigarettes, electronic cigarettes or other smoking paraphernalia into the school.
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- 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). See DfE Guidelines: 'Searching, screening and confiscation'. February 2014

### **Searching pupils and their possessions**

The Headteacher has authorised members of the core leadership team to search pupils (including bags and lockers), without their consent if there are reasonable grounds for doing so (such as searching for weapons, alcohol or drugs). Reasonable force may be used to execute the search.

It is good practice to ensure that these searches are conducted with two adults present.

### **Confiscation**

The Education and Inspections Act 2006 provides authority for a member of staff to use confiscation as a disciplinary sanction **if it is lawful**. That includes seizure and also, as appropriate, the retention and disposal of certain items.

All staff have the authority to confiscate mobile phones from pupils. When a mobile phone has been confiscated it will be placed in a safe area where it will be retained until the end of the day. Any cigarettes confiscated in school will be destroyed. There is no acceptable reason why a pupil should bring a cigarette lighter into school. Such items will be retained until such time as a responsible family adult can retrieve them.

### **At Dean Trust Wigan staff will confiscate items such as:**

- an item posing a threat to good order for learning such as a laser pen
- energy drinks and drinks high in sugar, such as Coca Cola
- items posing a health or safety threat
- items which are illegal for children to have. For example – racist or pornographic material
- cigarettes or electronic cigarettes and other smoking paraphernalia

## Rules, Rewards and Sanctions

**Dean Trust Wigan Standards** are the basic standards that every pupil is expected to maintain throughout their time at the school. The School Standards are made up of three rules: **'Be Ready, Be Respectful and Be safe'**

### **Rewards and Sanctions**

At Dean Trust Wigan we implement a system of rewards and sanctions to promote good behaviour and to help pupils to learn from their mistakes when they have chosen to behave in a way that does not meet the school standards.

**Rewards** occur in a variety of ways including:

- Verbal/ written praise
- Phone calls to parents/ carers
- Praise postcards – entered into a draw each week in assembly. The winner receives two tickets to the local cinema.
- Early lunch passes are given to a pupil with 100% attendance each week in assembly.
- Each week in assembly prizes are given for Progress, nominated by Faculties. The winner receives two tickets to the local cinema.
- We also have rewards for excellent punctuality and attendance by individuals and by forms. These rewards include boxes of chocolates, cinema tickets and vouchers for local restaurants.
- Good behaviour/ attitude letters – at each review point pupils who achieve outstanding 'behaviour for progress' grades will receive a postcard from the Headteacher in recognition of their endeavours.

### **Sanctions**

We employ a variety of sanctions at Dean Trust Wigan that we consider to be fair and proportionate to the incident that has occurred.

Examples of behaviour and possible sanctions include:

| Behaviour                      | Sanction                                   |
|--------------------------------|--|
| Violence/ aggressive behaviour | Detention<br>INTEX<br>Exclusion<br>Respite |
| Obscene language               | Detention<br>INTEX<br>Exclusion            |

|   |   |
|---|---|
|   | Respite   |
| Swearing at staff   | INTEX<br>Exclusion<br>Respite   |
| Defiance/ Disrespect                                      | Detention<br>INTEX<br>Exclusion   |
| Truancy   | Detention<br>INTEX<br>Respite   |
| Smoking – including the use of electronic cigarettes      | Detention<br>INTEX<br>Exclusion   |
| Classroom disruption                                      | Detention<br>INTEX<br>Exclusion<br>Respite  |
| Lateness  | Detention   |
| Mobile phone in school 8.30 am – 2.45 pm                  | Confiscated until the end of the day.<br>Refusal to hand over phone – INTEX and<br>Parents come in to take phone.<br>Pupil hand in each morning   |
| Incorrect uniform   | Pupils borrow uniform for the day where possible.<br>Return home to correct.<br>Where this is not possible the pupil is allowed to attend lessons but should be out of circulation during social times. |
| Energy drinks i.e. Lucozade                               | Drink is taken and thrown away.<br>Water provided on request.<br>Pupil search before entry to school  |
| Misbehaviour during unstructured/ social time             | Detention<br>INTEX<br>Exclusion   |
| Failure to bring equipment i.e. pen, pencil ruler, rubber | Detention   |
| Breach of eSafety regulations                             | Detention<br>Temporary ban from Internet access<br>Exclusion  |

***The above is a guide only – sanctions can vary for a number of reasons i.e. the pupils' previous behaviour record might indicate that a more serious sanction is required that is indicated above.***

At Dean Trust Wigan we believe in the use of restorative conversations after incidents of aggression, the use of obscene language and persistent classroom disruption. These conversations are usually facilitated by the pastoral team and members of the core leadership team.

Parents are contacted regarding poor behaviour at Dean Trust Wigan. We value partnership with parents and work together to improve standards at school.

### **Detentions**

At Dean Trust Wigan staff can issue detentions for breaches of school standards: 'Be Ready, Be respectful and Be Safe'.

When staff issue a detention a text message may be sent to Parents/ Carers explaining this, this is not compulsory. If the parent informs staff that the pupil has a valid reason why the detention should be rearranged school staff may agree. The parent cannot over-rule the decision to place a child on detention. It is the responsibility of the Parent/ Carer to keep school updated with the most recent telephone number.

Detentions will always be supervised and if the detention forms part of the break or lunchtime then opportunities for the pupil to use the toilet and to consume food and drink will be given.

### **INTEX room**

INTEX stands for 'Internal Exclusion'. INTEX can be used for an incident that has occurred that day or can be planned in advance. Where INTEX is planned in advance the parent will be informed and the length of time to be spent in INTEX will be discussed.

A pupil can be placed in INTEX for a length of time to be determined by a member of the core leadership team. The length of time depends on the nature of the behaviour, the individual needs of the pupil and the pupils' behaviour history.

Work is provided whilst the pupil is in INTEX. Wherever possible they will complete the work that they should be doing that day in class, but this is not always possible. For this reason, there is always appropriate, levelled mathematics and English work to complete. Pupils will also have access to their Knowledge Organiser.

Members of the pastoral team are able to place pupils in INTEX. They monitor its use in terms of the number of times a pupil is placed in INTEX and the reasons behind the need for the pupil to be placed in INTEX.

### **INTEX Away**

Few pupils are placed in INTEX on several occasions. If this is the case then a decision may be made to place them in 'INTEX away'. They will attend the equivalent of an INTEX room at a partner school – currently Dean Trust Rose Bridge, Standish or St John Fisher.

### **Withdrawn Pupils**

Pupils will NOT be allowed into school if they have incorrect uniform or extreme hairstyles. However, on some occasions these pupils will be allowed into school but will be withdrawn from lessons. This will be at the discretion of the Head of Year (HoY) or members of the Senior Leadership Team (SLT). In most cases pupils will be withdrawn from lessons to work under the supervision of their Form Tutor.

## Exclusion from school

We do not wish to exclude a pupil from school but in certain instances this maybe absolutely necessary. An exclusion from school, either fixed or permanent, is an extremely serious sanction and should be regarded as such by pupils, parents and teachers. The Headteacher (or designated Deputy Headteacher if Headteacher is absent) is the only person who can authorize an exclusion.

It is not the case that exclusion is automatically triggered by specific events. However, certain actions increase the probability that an exclusion could take place depending on circumstances, context and the individual involved.

### Decision

- Incident discussed with JHE
- Use of DTW tariff to support
- Number of days and possibility of INTEX on return given to KMN
- Incident recorded on SIMS/CPOMs by HoY later that day.

### Administration

- Staff member informs KMN of details
- KMN contacts home outlining incident, decision and organises a return to school meeting on the morning of the return to school
- Exclusion email template completed by KMN
- KMN creates exclusion letter
- Attendance records on SIMS and if required signs the pupil out of school
- Member of staff signing pupil out of school gives parent/ carer exclusion letter
- Work provided through Google Classroom, codes included on exclusion letter.

### Return to school meeting

- SLT conducts the meeting and records on the relevant form
- The reverse of the form includes a risk assessment to be completed if required
- Form is linked onto SIMS and also posted home by KMN
- If a disclosure is made on the form this is then also copied onto CPOMS by KMN

#### Actions that merit the consideration of a fixed term or permanent exclusion:

1. Bullying, violence, prejudice-based abuse, sexual harassment and threatening behaviour.
2. Unprovoked assaults.
3. Health and safety situations endangering self and/or others.
4. Fighting – persistent or a violent incident.
5. Repeated offences against the good order of the school. This may include repeated use of foul language to a member of staff; repeatedly refusing reasonable request from a member of staff; repeatedly walking defiantly away from members of staff; violence and/or threat to a member of staff.
6. Actions which, if they were to happen outside of school, would be against the law.
7. Smoking or Drug related issues.
8. Serious disruptive behaviour prejudicial to the safety, welfare and teaching of children and others in the school.

#### Permanent Exclusion:

1. As a result of a very serious single act.

2. As a result of repeated fixed term exclusions, and only then after alternative avenues of support and guidance have been exhausted, but with no positive effect.
3. When the school felt they have exhausted strategies to support and improve the behaviour and have not achieved the desired effect.

**Period of Exclusion:**

One day is normal in the first instance, but the severity of the incident needs to be considered.

Further incidents may incur 2 days. 3 days etc. School will be responsible for making provisions for a pupil excluded for more than 5 days.

**Parental Involvement:**

All parents have a right to appeal against exclusion. Details of these procedures are included in every exclusion letter.

**Parental Support:**

Parents/ carers of pupils receiving fixed term exclusions are expected to visit school to meet with a named senior member of staff prior to the return of the child to school. This allows discussion and clarification with the parent and agreement on how the parent/ carer can support the future good behaviour of their child. Pupils will not be allowed to return to school until this meeting takes place.

**Records of** all exclusions are kept and reported to the Governing Body at their meetings.

## Standards and Behaviour Blueprint

**Rationale:** The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life and beyond. We expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

**Our Expectations:** We have key rules which underpin not only our philosophies, but also our principles and our day-to-day practice.

**We are Ready:** Pupils will have perfect appearance and uniform / Pupils will always have positive attitude to learning / Pupils will always have the correct equipment

**We are Respectful:** Pupils will always respond positively to teachers requests / Pupils will always stand for visitors to our class

**We are Safe:** Pupils will always act in a calm manner when moving around the building / Pupils will always act responsibly during breaktimes.

We understand that our principles require the presence of **positive relationships**. Teachers and pupil relationships must be built on **mutual respect and trust** in the same way that we expect that pupil's relationships with peers must be built upon **respect, trust, friendship and tolerance** for each other's wishes.



## **Classroom Management**

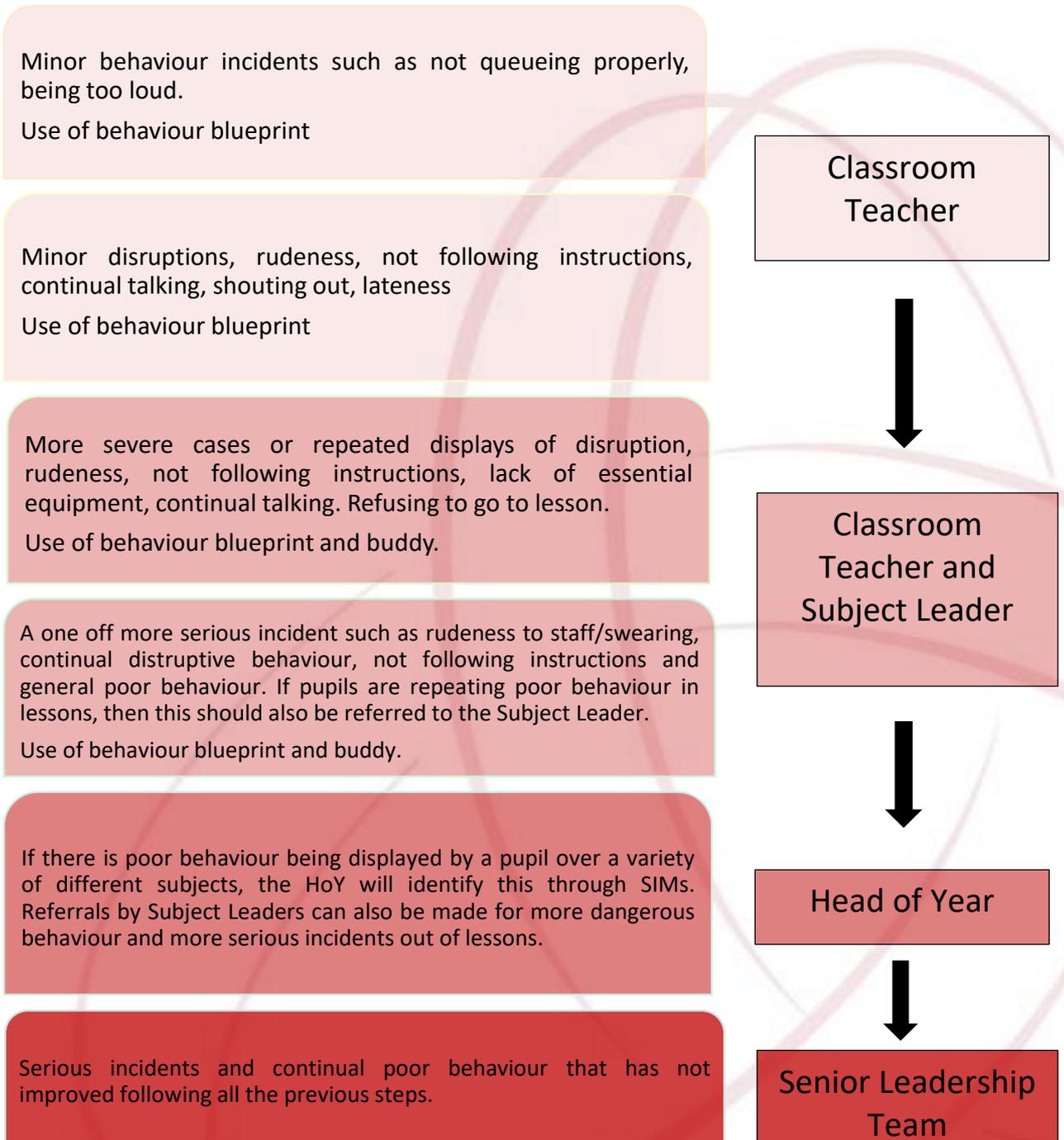
**Teacher Standard 7:** Manage behaviour effectively to ensure a good and safe learning environment

1. We have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
2. We have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
3. We manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
4. We maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.



## Behaviour Management in classroom lessons

Behaviour is the responsibility of all staff, please ensure that the steps below are followed and only refer to the relevant level when appropriate. Classroom teacher to ensure behaviour is correctly recorded on SIMs.





| Behaviour Steps   | Detail of Behaviour steps   |   | SIMS |
|---|---|---|------|
| <b>WE DO NOT SEND PUPILS OUT OF CLASS UNLESS STAGES MET</b> |   |   |      |
| <b>Assertive Teaching Pre-Step 1</b>                        | Non-verbal  | A glance, a stare, a glare, gesture   |      |
|   | Catch them being good   | Focus first on pupils being compliant “Well done, John, for putting your hand up and not shouting out”.                       |      |
|   | Physical presence   | Standing near a pupil will usually stop them from misbehaving.  |      |
|   | Choice and consequence  | “...if you choose to shout out, you will be given a detention”.   |      |
|   | Diversion   | “Are you OK Andy?”  |      |
|   | Assertive instruction   | “Jill...gum, bin, thank you”.   |      |
|   | Refocus   | “Stephen, what should you be doing?”  |      |
|   | When...then...  | “Alison, when you put your hand up, then I will answer your question”.  |      |
|   | Reinforce individual responsibility   | “Michelle, when you shout out I can’t hear other people’s opinions. When you put your hand up I will listen to your opinion”. |      |
|   | Humour  | Relevant light hearted examples, stories, laughing with not at.   |      |
|   | Check back  | Paul, I’ll be back in 1 minute to check your answer (you must go back and check!)   |      |
| Rule reminder   | “Richard, remember our rule for answering questions is to put our hand up. Follow the rules, thank you”.  |   |      |
| Step One:<br><b>The Reminder</b>                            | <ul style="list-style-type: none"> <li>• A clear private verbal <b>reminder</b> directed at the pupil making them aware of their behaviour and clearly outlining the consequences.</li> <li>• Pupils will be reminded of their previous good conduct to prove that they can make good choices. Conclude your statement with a “Thank you for (insert instruction from ready/respectful/safe) not a please.</li> </ul> |   |      |
| Step Two:<br><b>The Caution</b>                             | <ul style="list-style-type: none"> <li>• A clear private verbal <b>caution</b> directed at the pupil making them aware of their behaviour and clearly outlining the consequences.</li> <li>• Pupils will be reminded of their previous good conduct to prove that they can make good choices. Conclude your statement with a “Thank you for (insert instruction from ready/respectful/safe)” not a please.</li> </ul> |   |      |
| Step Three:<br><b>The last-chance</b>                       | <ul style="list-style-type: none"> <li>• <b>Private and physically distant final conversation to take place.</b> Teacher continues to focus on what can be positively achieved in the lesson. At this point the pupil is still able to rectify behaviour. Conclude your statement with a “Thank you for acting upon this last chance from ready/respectful/safe)” not a please.</li> </ul>                            |   | 3    |
| Step Four:<br><b>The Removal</b>                            | <ul style="list-style-type: none"> <li>• Pupil’s behaviour necessitates removal from the lesson by PSM, HoY or SLT.</li> <li>• Pupil placed in ‘buddy classroom’.</li> <li>• <b>Detention - Restorative Behaviour Meeting</b> held at end of day in Year group bubble.</li> </ul>   |   | 4    |



## Incident Support

- For serious behaviours: (Violence, aggression, swearing directly at a staff member, discriminatory language, dangerous behavior, possession of a banned item). Serious incident support should be called via email to corridor support. The staff member will then remove the pupil.
- In the event of a delayed response to an urgent removal it is expected that staff should send a responsible pupil to reception or a member of staff who is on corridor duty.

**On Call SIMS button (See appendices) – This should be called for the following reasons only:**

- A fight or risk of a fight breaking out in the classroom or immediate vicinity
- An accident where immediate medical attention is required
- A pupil or staff member is at risk of harm
- Suspicion that a pupil has an offensive weapon about their person
- An intruder on site

**Register Marks**

| SIMS Number                                 | Reason   | Comment             |
|---|--|---------------------|
| 1   | Above and beyond learning expectations                 | Praise postcard     |
| 3   | Disruptive behaviour/ lack of effort                   | Behaviour blueprint |
| 5   | Continuous disruptive behaviour and/ or lesson removal | Removed from lesson |
| <b>Teacher Rewards</b>                      |  |                     |
| Recognition board                           |  |                     |
| Round of applause / Thumbs up/Smile         |  |                     |
| Praise - "Well done", "Excellent", "Great!" |  |                     |
| Praise postcards                            |  |                     |
| Certificates                                |  |                     |
| Student of the week form/class              |  |                     |
| Positive message to form tutor              |  |                     |
| Newsletter work display and recognition     |  |                     |
| Raffle ticket prizes                        |  |                     |
| Displaying work in class or on corridor     |  |                     |
| Positive comments in pupil planners         |  |                     |
| Phone call home                             |  |                     |
| Positive comment on SIMs/Class charts       |  |                     |
| End of term trips and parties               |  |                     |
| Prizes at presentation evening              |  |                     |

## Behaviour outside the classroom

### **A corporate approach is absolutely essential**

Corridor discipline is of paramount importance as poor behaviour on the corridors can 'spill over' into the classroom. At the end of each lesson staff **MUST** leave their classrooms and supervise the movement of pupils on the corridors.

Pupils must be constantly encouraged to:

- Keep to the left
  - Walk quietly
  - Stay in single file
  - Do not 'dawdle' on the way to their next lesson
  - On arrival to the next lesson the pupils must remain quiet
- 
- They must also be consistently reminded about the correct uniform e.g. "Tuck your shirt in and take your coat off".
  - Staff who teach close to the toilets must also encourage pupils to 'hurry up' and move quickly to their next lessons.
  - Duty staff must arrive promptly at their duty position at break, lunch time and at 15:00.
  - Staff should be ready to receive their classes immediately following break and lunch-time in order to minimise disruption and ensure a good, brisk start to the lesson.
  - Pupils who misbehave at lunch time may be taken along to an SLT member on duty. Please do not just send pupils.

### **The Corridor**

- Pupils must follow the 'corridor code'.
- Pupils must keep to the left and walk in single file.
- Noise must be kept to a minimum on the corridors.
- Pupils must not run on the corridors.

### **Break and Lunch time**

- Pupils are not allowed to leave the school premises without permission.
- Eating is forbidden on the corridors or in any outside area. When eating all pupils must be sat down.
- All litter should be placed in the bins provided. Pupils who drop litter must be challenged to pick it up.
- Pupils must follow instructions given by prefects.
- Pupils must not order or consume takeaway food.

### **General**

- Mobile phones, iPods, iPads, tablets and electronic devices are banned and will be confiscated Pupils can collect confiscated items at the end of the school day.
- Chewing gum is not allowed at any time.

**Please inform the SLT, HoY and PSM when pupils do not follow the DTW expectations**

## Inclusion

### Individual Needs

We are aware that some of our pupils are not able to conform to the behaviour policy at all times. With this in mind we make reasonable adjustments to the policy to better suit their needs. This usually happens for pupils with an Education Health and Care Plan or who have other identified social, emotional and mental health needs.

Examples include pupils being given 'Time out' cards. These mean that when a pupil feels that they need a break in order to calm down or to allow themselves time to rectify the problem that they have caused in the lesson they will show a card to the teacher and make their way to the nearest pastoral hub or senior staff office where they will be encouraged to calm themselves until they are ready to resume learning. These passes are issued by members of the pastoral team following strategy meetings to discuss possible solutions to behavioural issues.

### The 'Step Out'

This additional layer of support aims to avoid permanent exclusion or to support pupils returning from external provision (PRU). 'Step Out' will cater for pupils who are not currently able to attend the mainstream school, this will mainly be down to their inability to self-regulate their behaviours. Pupils will attend because they need greater care and support than the mainstream school can provide.

Pupils who will attend 'Step Out' will be:

- At risk of permanent exclusion.
- Experiencing emotional or behavioural difficulties.
- Experiencing severe bullying.
- Diagnosed (or in the process of diagnosis) with special educational needs (SEN).
- Suffering from a short- or long-term illness that makes mainstream school unsuitable.

There is a strong focus on Personal, Social and Health Education (PSHE) including subject matter focussing on current national and international events to ensure that the pupils have up to date knowledge on how to keep themselves safe and how to enjoy healthy relationships.

### KS4 Welfare

This is a short turn around intervention strategy to help identify the barriers that are preventing some pupils from accessing their full school timetable.

### Isolated Pupils (INTEX)

Pupils will be placed into INTEX as a sanction for inappropriate behaviour. In most cases pupils will be isolated from lessons to work under the supervision of a rota. If this is not appropriate the pupil will be isolated with a member of the pastoral team or SLT.

## Tracking and monitoring behaviour

At Dean Trust Wigan we monitor the behaviour of our pupils on a regular basis. We look for trends and patterns to behaviour so that we can intervene when there are areas for improvement.

As well as using lesson registers, each time there is an incident of poor behaviour in a lesson the member of staff should record the nature of the incident via the SIMS behavior log. This information is shared regularly with the Directors of Learning, pastoral staff and the core leadership team.

Subject Leaders are responsible for monitoring and tracking behaviour in their subject areas. They investigate incidents of poor behaviour and seek to find solutions.

The Heads of Year are responsible for monitoring behaviour in the year groups that they manage. They should regularly check for patterns of poor behaviour and investigate the possible reasons why it is occurring. Staff can issue detentions, refer pupils to inclusion and place pupils on report where appropriate. Pupil Support Managers offer assessments and interventions to help to overcome barriers to improving behaviour such as anger management. They also work closely with parents and involve external agencies when the need arises

### **Monitoring Behaviour for Progress (Attitude to Learning)**

At each review point the pupils are given a numerical score between 1 and 4 for their 'behaviour for progress'. This is sometimes referred to as attitude to learning. A score of 1 means that the pupil has been outstanding in terms of effort and application during the lesson, 2 is good, 3 is unsatisfactory and 4 is unacceptable.

These scores are monitored at each review point for all pupils. When parents come into the school to discuss the behaviour or progress of their child these scores form part of the discussions that take place.

### **Support for pupils who persistently fail to meet the standards of behaviour that is expected at Dean Trust Wigan**

Most problems with behaviour can be resolved using the systems, rewards and sanctions listed above. When the systems don't improve behaviour we have a 'graduated response' which includes a number of strategies and support at school to try to improve the situation. These include:

Learning Assessments – the Inclusion Co-ordinator conducts a series of assessments to determine whether a learning need is contributing to the pupil's poor behaviour.

'Big Picture' meetings – At Dean Trust Wigan we believe that it is vital to work collaboratively with parents/ carers and any relevant external agencies in order to meet the needs of our pupils. A 'Big Picture' meeting pulls together all the information and viewpoints of important stakeholders in the pupils' life. We get information from health professionals, the primary school that the pupil attended and social care/ Startwell if there has been prior involvement. prior to meeting parents/carers we usually send out 'Round Robin' requests to staff who teach the pupil concerned. These 'Round Robins' provide detailed information about the pupils attitude to learning and their behaviour. Importantly they also reflect the progress that the pupil is making in the subject. These insights are shared with the parents/ carers and an action plan is formed collaboratively to try to improve the situation. These meeting with parents can also lead to referrals to external agencies being made.

Head of Year Interventions – Pupil Support Managers have been trained to complete assessments such as Boxall, BPVS and Executive Skills to help determine potential underlying causes of poor behaviour. They can also offer interventions to overcome these problems.

Heads of Year work closely with external agencies that can support young people and their families. After working with a pupil and their family the HOY may feel that additional help is needed and will then, after discussion with the Deputy Headteacher and Inclusion Manager, refer to one of the external agencies available. These include Startwell, CAMHS, Educational Psychologist, Barnardo's, Brook and Children's Social Care. The HOYs are committed to supporting our pupils and contribute to a variety of meetings that are held about the child. They can open an Early Help (formerly known as CAFs), they convene and chair TAC (team around the child) meetings where necessary and have a vital role to play in the support we can offer our pupils.

Pastoral Champions – each of the Heads of Year is a 'Pastoral Champion' in a different area of pastoral care. They have undergone training to enable them to work with pupils to help them to overcome problems that they may be facing which can affect them at the school.

The Champions have expertise in the following areas:

Healthy relationships (including domestic violence and bullying)  
Child sexual exploitation  
LGBTQ (lesbian, gay, bisexual, transgender, questioning)  
Mental health  
Attachment  
Hidden Harm (Alcohol and substance misuse)  
Attendance  
SEND (Special Educational Needs and Disability)

TESS teacher (Targeted Education Support Services) – at Dean Trust Wigan we use assessments by TESS to suggest strategies that might be successful with that pupil and liaise with parents/ carers so that they feel supported too.

#### Educational Psychology Assessments

Pupils are discussed with the educational psychologist. The psychologist determines whether they feel that a full assessment is required.

Welfare – when we feel that a pupil would benefit from help to increase their self-esteem and confidence or they need help to manage anger or are struggling with problems such as bereavement or divorce at home we may refer them to our Welfare room. The pupil will be given scheduled times to attend welfare which will look at giving them strategies to cope with their issues.

Mentoring – we have pupils who, at times, need someone to talk to who can relate to what they are experiencing. For example, some of our male pupils don't have any positive male role models in their lives. We can provide them with one who will make time for them each week.

#### Children's Advocate -

Advocacy is the process by which the views, opinions, wishes and feelings of people who feel that they are not being heard, or do not have a voice within the situation they find themselves, can be professionally represented and related to those they wish to hear such views.

Put simply, if you think you are not being listened to, feel ignored, or don't know what to say or who to, then Independent Advocacy can ensure you are heard.

#### CAMHS (Child and Adolescent Mental Health Service)

CAMHS provide help for young people aged up to 16, and can help with lots of problems or worries such as 13 if pupils are feeling depressed, not enjoying food, feeling panicked or scared, having trouble concentrating, or having problems with family life. An initial assessment identifies issues and support sessions may then be arranged.

### School Nursing Service

School Nurses provide and deliver a range of activities. The School Nurse also delivers talks on health-related topics such as drugs, relationships, sexual health, diet, exercise and keeping safe, they act as a resource to teaching staff and assist in achieving and sustaining 'Health Promoting Schools'. They advise, listen and where necessary, direct children, young people and parents to more specialist help. They can support children and parents, provide advice on topics such as risk taking behaviours, behaviour management and continence problems. They also deliver immunisations in accordance with the National Programme. Should the School Nurses identify safeguarding issues and undertake the role identified within the resulting safeguarding plan.

### **What happens when there is no improvement in a pupils' behaviour?**

When we have tried everything possible with a pupil and still see no improvement we may send the pupil to another school on a respite placement for a period of 6 weeks. The pupil spends this time experiencing life at another school in the hope that they will decide either to stay at that school if they prefer or decide to return to Dean Trust Wigan and follow our rules.

The Headteacher reserves the right to exclude a pupil from the school.

### **OTHER SPECIFIC RESPONSES TO BEHAVIOUR**

#### **Regulating Pupils' Conduct and disciplining them for Misbehaviour Outside of the School Premises.**

- Sanctions may apply to pupils who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school.
- Sanctions may apply if misbehaviour takes place on Work Placements or whilst the pupil was taking part in a further education course as part of a school programme.
- The school may apply sanctions if a pupil misbehaves whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other pupils in the future.
- The school may take action if a pupil harassed a member of staff or pupil off school premises, including through the Internet.

#### **Use of Force to control or restrain pupils.**

- All staff are regularly updated with regard to the regulations regarding the use of positive handling, physical intervention and duty of care as set out in the school discipline chapter of *Education and Inspection Act 2006* and the *Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008)*. Staff will be updated of any changes made by the government relating to the *Use of Force*.
- Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person, or from causing disorder. Teachers will physically separate pupils found fighting. If a pupil refuses to leave a room or area of school when instructed to do so they may be physically removed.
- The actions of staff will always be in the best interest of the child and are in line with the government guidelines on the *Use of Force*. Under no circumstances will physical force or restraint be used as a form of punishment.

#### **Drugs and Alcohol Abuse**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the medical room for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.



The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents/guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed term exclusion.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be sanctioned by an initially by a fixed term exclusion, however, it is likely that a Supported Transfer to another school will be sought.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. Wigan CYPS, the police and social services will also be informed.

#### **INTER-RELATIONSHIP WITH OTHER SCHOOL POLICIES**

In order for the behaviour policy to be effective, a relationship with other school policies should be established. Reference should be made to Teaching & Learning Policies, Anti-Bullying, Equality and SEND policies.

#### **MONITORING AND REVIEW**

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations or further improvements. The policy will be reviewed annually, and the views of other stakeholders particularly parents and pupils are welcomed.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## Home-School Agreement

At the start of each academic year Parents, Pupils and the Form Tutor sign the home school agreement. A copy of it should be returned by the Form Tutor to Student Services.

### The Pupil will:

- ▶ Treat staff, pupils and the school with respect
- ▶ Follow the school's Code of Conduct and three rules
- ▶ Attend school regularly and on time
- ▶ Bring all the equipment needed each day
- ▶ Wear correct school uniform and be tidy in appearance
- ▶ Complete the Planner correctly
- ▶ Work to the best of his/her ability in class and on homework
- ▶ Accept rewards for good work and behaviour and the consequences if things go wrong
- ▶ Be polite and respectful when communicating with staff

### The School will:

- ▶ Provide a pleasant, safe and healthy environment
- ▶ Provide high quality teaching
- ▶ Provide a broad and balanced curriculum
- ▶ Let parents know of any concerns or problems
- ▶ Reward pupils for good work and behaviour
- ▶ Provide an annual written report on pupil's progress
- ▶ Set, mark and monitor homework
- ▶ Arrange Progress Evenings
- ▶ Keep parents informed through regular newsletters
- ▶ Provide a range of extra-curricular activities
- ▶ Be polite and respectful when communicating with parents

### The Family will:

- ▶ Ensure their child attends school regularly, on time and with the correct equipment
- ▶ Notify the school of any concerns or problems that might affect the child's work or behaviour
- ▶ Support the school's policies and guidelines for behaviour, uniform and appearance
- ▶ Support their child with homework, personal reading at home and sign the Planner regularly
- ▶ Attend Progress Evenings or other meetings concerning their child's progress
- ▶ Role model appropriate behaviour by being polite and respectful when communicating with staff
- ▶ Work closely with the school in managing any issues related to their child and support the school's approach to dealing with any behaviour incidents