



Davison CE High School for Girls



BEHAVIOUR POLICY

The school's Governors have adopted this policy, and our supporting Behaviour flowcharts, as guiding principles for all stakeholders. This policy aims to both direct and reflect, in all contexts, the school's good practice, supporting staff in managing behaviour through rewards and sanctions.

We set out to create an environment that develops appropriate behaviour and more widely supports the principles of our school's philosophies for respect, personal responsibility, support and shared understanding and expectations.

A clear, consistent, fair and proportionate approach to managing situations will be adopted, wherever possible, to ensure the expected high standards of behaviour are understood, met and supported by all.

In achieving this, every student will realise her true potential, in a positive, safe learning environment, irrespective of background or personal circumstance.

All members of the Davison Community have the right:	Responsibilities
<ul style="list-style-type: none"> ◆ To be treated with respect (in accordance with the Equality Act of 2010) ◆ To be listened to ◆ To be safe from abuse or ill-treatment of any kind (verbal, physical, cyber, mobile phone or computer image, emotional) ◆ To be able to work in a positive environment ◆ To be able to learn/teach, or allowed to do their job, to the best of their ability ◆ To reach their true potential unhindered by the behaviour of others 	<p>Students must:</p> <ul style="list-style-type: none"> ◆ Behave appropriately to allow the teacher to teach and others to learn ◆ Behave appropriately regarding other people's property and our school environment ◆ Follow instructions of all school staff ◆ Work to the best of their ability at all times ◆ Be on time, fully equipped for lessons and ready to learn ◆ Attend school whenever possible in full uniform ◆ Meet all expectations of 'The Student' outlined in the Home School agreement. (This can be referred to via the Student/Parent Planner.)

INSPIRE, SERVE, ACHIEVE

To be reviewed
April 2019



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Rewards

At Davison, we value all forms of success and we like to celebrate achievements in a variety of ways:

Positive SIM Commendations

A student may achieve a merit/commendation for a good piece of class-work or homework, independent learning, for behaving well, contributing to the community, sporting achievements, getting involved with colour family events, for attending clubs and enrichment activities, good uniform, attendance and punctuality.

Contact home

When a student has achieved beyond expectations for work or behaviour they may receive a praise letter, postcard or phone call home.

Attendance Prizes

Every half-term the colour family in each year with the best attendance for that half-term, is rewarded.

Celebration Assemblies are held half-termly to recognise and congratulate students' achievements, including where they have represented the school or have achieved something in or outside school that can be shared and celebrated.

Department recognition

Subject departments also praise students in different ways e.g. 'Musician of the Month', 'Drama Star' and 'Linguist of the Week'.

Praise Books are updated by Colour Prefects. Students achievements are recognised and added to the Praise Book which are shared in Colour Family assemblies.

Year 11 Awards Evening

Students, receive their GCSE certificates and those who have highly achieved or have exceeded expectation are awarded prizes.

Responding to Inappropriate Behaviour

When a student behaves in a way which is deemed to be unsafe or inappropriate, both in and outside of school, including school trips/visits, travelling to and from school and when identifiable as a student, in or out of uniform or disrupts the learning of others, they may be dealt with in a variety of ways.

Every effort will be made to be reasonable in all circumstances, taking into account the student's age and any known SEND or religious requirements.

The classteacher, member of staff in charge, Subject Leader, Form Tutor, Pastoral Manager, Head of Key Stage or Headteacher may talk to the student about their behaviour. This may result in one or more of the following sanctions: (explained in more detail on our Behaviour Management flowcharts)

- Warn - Move - Remove
- Lunchtime Detention
- After school Detention
- Isolation with a member of the pastoral team
- Fixed term exclusion

Strategies used to encourage positive behaviour for learning - include

- Departmental report
- Self-monitoring report cards
- 'On-report' - daily Red / Amber / Green cards
- Exclusion from lesson(s)
- Isolation with Lead Tutor or other member of the pastoral team
- Parents invited into school
- Davison Support Plan (DSP)
- Reporting to the Head of Key Stage
- Fixed term exclusion from school - temporary

In the case of continuous disruptive behaviour, the school may work with other professionals/agencies to assess need and provide short term alternative provision.

On very rare occasions, the Headteacher will use permanent exclusion as a last resort when the above strategies have proven to be ineffective in improving behaviour to the appropriate level.



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Managing student transition

The school will be proactive in identifying and working with students with identified behavioural needs as they first join the school. Strategies may include pre-admission visits, behaviour profiling and meetings with current school, parent meetings and/or meetings with professionals to ensure that expectations and provisions of support are as clear as possible. The school firmly believes in transition being a 'fresh start' for all students but also knows that the earlier support is enacted, the more success this is likely to have in the longer term.

Use of Reasonable Force

All school staff have a legal power to use reasonable force. Reasonable force can be used to prevent students from:

- Hurting themselves or others
- Damaging property
- Causing disorder in or around the school

Any use of force by a member of staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the Department for Education guidance 'Use of reasonable force 2012, for control or restraint'.

Confiscation

The school has the statutory power to retain, dispose of or return to parents/carers any items that have been confiscated. The school also has the power to search any electrical/mobile devices (for example phones, tablets, iPads/iPods) where the school considers there is reasonable grounds to do so and delete material that may cause harm/be deemed offensive. In the case of any illegal material being found, the school will involve the police. See Acceptable Use Policy.

Any use of the practice of screening, searching or confiscation will be done in line with the Department for Education guidance for Screening, searching and confiscation 2013.

Screening, Searching and Confiscation

Staff with the authority of the Headteacher can search students for any item with the student's consent.

The Headteacher and staff authorised by them, have a statutory power to search a student(s) or their possessions, without consent, where they have reasonable grounds for suspecting that a student(s) may have a prohibited item. These items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers/ e:cigarettes and vapourisers
- Fireworks
- Pornographic images

The school also bans any items that the staff reasonably suspect has been or is likely to be used to commit an offence or cause personal injury to or harm another person, damage to property or disrupt the learning environment of the school. Such items include*:

- Any form of legal high
- Laser pens
- High caffeine / energy drinks
- Aerosols

(*list is not exhaustive)

It is the school policy to involve the police when drugs, weapons or any other illegal items are found, as deemed appropriate.

Malicious allegations / communication

The school takes any malicious accusations or derogatory/defamatory communications made against members of staff very seriously. Firm sanctions will be issued to any student where this is proven to be the case.



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Documents relevant to this policy include*

Within school

- The Student/Parent Planner and documentation within, including Home School Agreement
- Staff Diary
- Behaviour for Community flowchart
- Behaviour for Learning flowchart
- Warn - Move - Remove
- Mobile phone / devices policy
- All school policies, where appropriate, as per the website
- Attendance and punctuality expectations as per the Student/Parent Planner and website
- Uniform expectations as per the Student/Parent Planner and website
- Davison Support Plan
- Safeguarding and Child Protection Handbook
- 'On-report' monitoring system / cards
- Managed Move - transfer form / agreement
- Colour change request form

(*list is not exhaustive)

Legislative / government guidance

Education Act 1996, 2002 and 2011

Education and Inspections Act 2006

Equality Act 2010

DfE Guidance documentation for schools including:

- Ensuring good behaviour in school (Sept 2012)
- Behaviour and discipline in schools (Feb 2014)
- Screening, searching and confiscation (July 2013)
- Use of reasonable force (July 2013)
- Exclusion from maintained schools, academies and PRUs in England