



Dowdales School

Behaviour Management Policy 2025-26

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An Introduction to our Behaviour Management Policy and the Principles that Underpin it

*At Dowdales we work together to want the best **for** each other and the best **from** each other*

AIM

The aim of the policy is to ensure that the school offers students a happy and caring environment in which they all have the opportunity to achieve the highest standards. To this end, the policy sets out measures, which, in accordance with section 89 of the Education and Inspections Act 2006, and relevant statutory guidance, aim to:

- promote good behaviour, self- discipline and respect
- promote a proper regard for authority
- prevent bullying
- ensure pupils complete assigned work
- develop a sense of acceptance and understanding of others

THE PRINCIPLES

The policy will continue to evolve as we monitor and evaluate our practice. It is centred on the belief that students respond in a positive way when they know what is expected of them and when they feel they are treated fairly. It is also designed to ensure that all staff understand their role in a shared responsibility for consistently managing student behaviour through both rewards and sanctions; and recognise the structured support that is available to enable them to confidently undertake this responsibility.

ROLES AND RESPONSIBILITIES

School Governors

The chair of governors is responsible for ensuring that the behaviour policy is effectively pursued at the school and the principles stated above are regularly reviewed. The governing body will support the school in maintaining high standards of behaviour and ensure that the consistent behavioural management policy has reasonable expectations and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010.

The Headteacher

The Headteacher will ensure that effective measures are taken to support the principles of this policy and will determine an acceptable standard of behaviour of all students. The Headteacher is responsible for the implementation and application of this policy and procedures, the provision of support for vulnerable students, and support for staff when faced with challenging behaviour.

Staff

Staff, including teachers and support staff are responsible for following the school's policy and procedures in a fair and consistent way without discrimination. All staff are expected to model the behaviour expected of students and take responsibility for behaviour in any part of the school. With the support of the Headteacher and Senior leadership team, staff are responsible for providing a positive learning environment that promotes self-discipline. All staff should be calm and assertive with students who are showing unacceptable behaviour. Know how the schools' sanctions for unacceptable behaviour work and apply these consistently to all students, ensuring that no group or individual is unfairly targeted. Mutual support for colleagues is important to ensure consistency and high standards are maintained throughout the school.





Staff contributions to the review and development of the behaviour management policy and procedures are essential for maximum effectiveness. Reasonable adjustments must and will be dependent upon an individual's specific learning needs in regard to SEND issues and social/emotional issues. Staff are encouraged to seek support from their Head of Department, Achievement leader or with more complex students SLT when facing challenges with implementing the Behaviour Policy.

Parents and Carers

The school regards relationships with parents and carers to be very important, and seeks to foster those positive relationships in order to maximise support for their child. Parents/carers are expected to take responsibility for the behaviour of their children both inside and outside of school. Parents and carers are encouraged to work in partnership with the school in maintaining high standards of behaviour, and to raise with the school any issues arising from the operation of this policy. We believe that a strong partnership between parents/carers and teachers can overcome most behavioural problems, and that standards of behaviour in school closely match those that are expected from parents and carers in their homes. We expect decisions in school to receive full parental support.

Students

Students are expected to take responsibility for their own behaviour and comply with the schools code of conduct. This policy, procedures and expectations are clearly communicated to students. Students are encouraged to support their peers in behaving well. Students should follow the four key behaviours for learning within all their lessons as shown in the visual prompts below.

<p>Silent when the teacher is talking/follow instructions</p> 	<p>Ready to learn</p> 
<p>Hands up/one voice</p> 	<p>My best effort</p> 

Students have a responsibility to support the school's stance on bullying, prejudice, harassment, disruptive and unsafe behaviour by reporting anything they have witnessed either verbally or via the 'confide' function on the schools IT system. We know that students make mistakes and recognise that this is part of growing up. We understand that students can witness or be lured into anti-social behaviour outside of school. We provide support for students and ensure that we educate them about the risks of anti-social behaviour and the effects it can have on their own lives and those of others.

For any student who is found to have made malicious accusations against a member of school staff, this will be taken very seriously and referred directly to the Headteacher.

Dowdales School is committed to safeguarding and promoting the welfare of children and young people.

Student Code of Conduct Dowdales school

The following guidelines will apply to ensure that you remain safe and are everyone's shared responsibility.

- I will arrive at School in time to prepare for the day.
- I will attend all lessons and other school activities punctually and always arrive in good time for commitments.
- I will walk around School quietly and purposefully, taking care to be helpful and courteous to others.
- I will take pride in my environment and look after school property.
- I will not enter parts of the buildings at break and lunch times that I should not access.
- I will only use my year groups outside play area and not enter other parts of the school grounds or buildings.
- I will not bring prohibited or banned items to school.
- I will play safely and calmly when outdoors.
- I will take pride in my environment and look after school property.
- I will be respectful of the school site and dispose of rubbish in the bins/recycling boxes provided.

I will ensure I follow the rules below, which have been put in place to ensure the school is a calm and productive environment for learning,

- I will follow the rules and expectations of Dowdales school laid out in our home school partnership.
- I will act with dignity and show respect to my peers, staff and visitors.
- I will always consider others feelings and respect others as I would like to be respected
- I will maintain a smart professional appearance by wearing my Dowdales school uniform in full.
- I will act as a role model in terms of my behaviour whilst wearing my school uniform both in school and within the community.
- I will follow staff instructions at all times, remembering that the adult is in charge.
- I will sit as required by the teachers seating plan within my lessons.
- I will ensure that I am focused and attentive in all lessons.
- I will complete all work set to the best of my ability.
- I will be fully equipped to complete school work with a pen, pencil, eraser and ruler.
- I will tidy everything away at the end of each lesson and wait to be dismissed by the teacher.
- I will accept when I am wrong and learn from my mistakes.
- I will accept sanctions when given.

Home school partnership

At Dowdales parents/carers and students can expect:

- Equality of opportunity.
- Access to a broad and balanced curriculum.
- High standards of teaching and care.
- To have their achievements recognised and rewarded.
- To be respected as an individual.
- A safe and happy environment which encourages young people to learn.
- High quality, up-to-date facilities and resources.
- Regular written communications about student's progress.
- An opportunity to meet formally with individual teachers to discuss progress at work.
- Homework which is regularly set and marked.
- Extra help if your child has special talents.
- Extra help if your child has specific difficulties.
- An opportunity to take part in many extra activities.
- Any reported cases of bullying to be treated and investigated seriously and sensitively.
- Their questions, comments or concerns to be listened to.
- The school to follow national 'Safeguarding and Child Protection' procedures.
- A range of leadership opportunities.

We expect students to:

- Work hard. Try hard.
- Contribute to the excellent public image of the school through actions both inside and outside of school, including online activity.
- Complete all homework properly and on time.
- Maintain an excellent attendance record.
- Arrive at registration and lessons on time.
- Come to lessons properly equipped.
- Be well behaved, courteous, thoughtful and respectful to others, both here and elsewhere.
- Take part in extra curriculum opportunities.
- Contribute fully to the life of the school.
- Wear the school uniform and be tidy in appearance, and to adhere to the school's specification on personal appearance during the school day and within the community.
- Maintain the school's high standards at all times.
- Keeping the school environment clean and pleasant to work in and by always putting my litter into the bins provided
- Comply with the school's expectations on the carrying and use of electronic devices.
- Report any instance of bullying immediately to a teacher or to a parent.
- Follow all the guidelines and instructions relating to the use of the school computers, access to the internet and e-mailing.
- Uphold the rules, standards and values of the school on instant messaging and social network sites.
- Follow Health and Safety guidelines within school and be responsible for their own safety.

Home school partnership

We expect parents/carers to:

- Support your child and the school in ensuring that he/she achieves his/her academic potential.
- Attend parents' evenings and support and mentor your child's progress.
- Provide good conditions and support for your child in doing his/her homework.
- Encourage your child to take a full part in school life.
- Support the school in the many events that take place out of school.
- To take all holidays out of term time.
- Reinforce the school's standard over behaviour, uniform, attendance and punctuality, and to ensure that your child conforms to the standard of personal appearance as set out in the 'personal appearance' section of the New Intake Information booklet.
- Support your child to have the correct equipment and books for each school day.
- Work in partnership with the school in tackling any problems which arise and in applying school discipline.
- Communicate with and support the school in dealing with instances of bullying.
- Help us to help your child to get the most out of being a Dowdales student.
- Contact the school before 8.50am on the first morning of your child's absence and every subsequent day of absence to provide a reason why your child is unable to attend school.
- Communicate with the school immediately if there are any concerns.
- Support the school's expectations on the use of electronic devices.
- To not discuss the business of school or children attending school in any public forum including social networking sites.
- Keep the school informed of any changes of address, telephone numbers, email or any change of circumstance that may affect your child's behaviour or progress




The Dowdales Way, Shared expectations




Students benefit from clear routines to guide their behaviour and promote engagement within learning activities. Compliance with the expectations below is every students shared responsibility.








Lesson component	What your behaviour should look like
Start of lesson	<p>Enter classroom calmly, walking, with conversations stopping at the door.</p> <p>Go directly to your seat following the teachers seating plan.</p> <p>When seated please get your equipment out ready for the lesson. This should include your pencil case, book and planner.</p> <p>Place your bag under the table (or on peg in DT)</p> <p>Complete the do now activity and follow the instructions given.</p> <p>Remain in silence whilst the teacher takes the register only speaking to answer your name when it is called.</p>
During the lesson	<p>Be respectful when the teacher is talking (this means no talking over teacher).</p> <p>During explanations place your equipment on desk, nothing in hands</p> <p>No swinging on chairs</p> <p>Sat down</p> <p>Looking at teacher</p> <p>The teacher will provide instructions for a task, and you are expected to work independently quietly, attracting the attention of the teacher by placing your hand up if they require additional support.</p>
End of the lesson	<p>Please tidy up your own desk, picking up any waste paper and putting it in the bin.</p> <p>Please stand up and push your chair under table – stand behind chairs</p> <p>Wait for your teacher to dismiss your table.</p>
Moving around	<p>Follow instructions from any staff member first time, without comment.</p> <p>Move to lessons directly and promptly on the sound of the bell.</p> <p>Never run on the corridors</p> <p>Walk on the left hand side when corridors are congested</p> <p>Keep quiet on corridors, being mindful not to shout or disrupt the learning of others</p> <p>Keep the school and the outdoor area clean and tidy, and not to leave rubbish behind for others to tidy up.</p>



School uniform and standards of appearance

Compulsory uniform

Every day uniform		
School Tie	Top button should be fastened and ties should be worn full length	
School Shirt	White, long sleeved with Dowdales logo or a white, short sleeved shirt with Dowdales logo can be worn	
School Sweatshirt	Navy blue with Dowdales logo	
School skirt	Navy blue 3 pleat skirt or navy blue straight, non-stretchy school skirt. Both must be knee-length . Tights (black or navy) or socks (navy blue, black or white) can be worn with skirt	
School Trousers	Black or navy blue formal trousers	
Socks	Navy blue, black or white	

			For example: 
Sensible Shoes	Plain black school shoes For health and safety reasons trainers, canvas shoes and pumps are not allowed and the shoe must cover the whole of the foot and not be heeled		
School Coat	The coat should be dark in colour		
School Bag	Rucksack-style bag to carry books and school equipment		For example 
Plain apron	To be worn during design technology lessons		

Sportswear		
Red polo shirt (also worn for dance lessons)	With logo	
Black sports shorts or black full length leggings (also worn for dance lessons)	With or without logo	 
Black rugby shirt (boys only)	Plain black or Dowdales reversible	 
PE socks	Black with red top or plain black sports socks	 
Footwear	Football boots (boys only) Non-marking trainers for indoor and outdoor use	

Optional items		
Black and red sports top	Optional to be used for PE	
Gum shield and shin pads		
Hoodie	Dowdales logo hoodie, optional to be worn to and from school and in PE and dance lessons	

Standards of Appearance

Hair

Should be traditional, conventional, of natural colour, neat and tidy and not follow extremes of fashion in terms of cut and length. Long hair (below shoulder-length) should be tied back when determined by a teacher for health and safety reasons. Hair should not obstruct eyes or face. Coloured/shaved patterns in hair or eyebrows and all-over no-guard haircut are not permitted.

Cosmetics

Students are not allowed to wear make-up or nail varnish.

Accessories such as false nails, nail extensions and false eyelashes are not permitted.

Accessories

Hats, scarves and gloves must be of a dark colour and must not be worn within the school building. Headbands, bobbles and hair clips should be of a dark colour.

Jewellery

Only one small, plain stud per ear, in gold or silver and a watch are allowed. For safety reasons rings, necklaces, stretcher earrings or body/facial piercings of any description are not allowed

Rewards

Student can collect the following rewards for their learning:

1. Merit tickets

These subject specific rewards that may be given for:

- 5* or EC commitment within lesson or form period
- Outstanding pieces of class work or homework
- Insightful contributions to class discussions
- Subject specific achievements

This list is not exhaustive and opportunities to celebrate subject specific achievements should be sought whenever possible.

Students are issued with merit tickets by teaching staff. Each subject area has a specific merit ticket. These are also available to form teachers and pastoral leaders. Tickets are deposited into year group collection boxes and weekly draws are undertaken for both individual and form prizes. All merit tickets collected over the course of a term are entered into a prize draw with 3 winning tickets receiving larger prizes.



A student's achievements can be monitored through their organiser.

My subject rewards



Subject	My merits										Collect merit certificate	My merits										Collect merit certificate	My merits										Collect merit certificate
English																																	
Maths																																	
Science																																	
ICT																																	
Art																																	
Citizenship																																	
Dance																																	
DT																																	
Drama																																	
French																																	
Geography																																	
German																																	
History																																	
Music																																	
PE																																	
RS																																	
Spanish																																	
Form																																	

Communication is made directly with parents to celebrate student successes through:

Learner of the Week

Subject teachers may submit a nomination of a student who has made a notably positive contribution to their own learning or the wider school community. This is communicated home to parents.

Student of the week

Form teachers, pastoral leaders, school staff may submit a nomination of a student who has made a notable positive contribution to the ethos of the school. This is communicated home to parents.

Praise Sticker

Individual staff issue praise stickers within student planners or books to highlight to parents when their son/daughter has produced work of exceptional quality or shown exceptional commitment.

Student successes are also celebrate through termly achievement assemblies. In these assemblies, the following awards are presented by the Headteacher:

Subject achievers of the term

Two students within each year group are awarded a subject certificate of outstanding achievement.

Form teacher awards

Two students within each form group are nominated for a **Progress award** each term in recognition of their commitment towards specific learning or behavioural targets.

Two students within each form group are nominated for a **Dowdalian award** each term in recognition of their contribution towards the upholding of the schools value and extra-curricular commitment.

Achievers of the Term

The male and female student with the highest commitment and attainment grading, as collected through assessment calendar windows, receive this award from the Headteacher.

Head teacher's Certificate of Commendation

These are awarded to any student who achieves ten merit certificates or reference credit cheques. The ten must come from at least five different subject area

DOWDALES SCHOOL
STUDENT
OF THE WEEK

congratulations

Dear

Congratulations; _____ is Dowdales School's Student of the Week.

Here at Dowdales we work as one, aim high and lead by example. This week _____ has made a significant contribution to the life at Dowdales School and has highlighted that they have contributed to the Dowdales team ethos.

The reason that _____ is receiving this award is for leading the primary swimming gala, demonstrating excellent communication and organisation skills to allow the smooth running of the event.

_____ is truly a Dowdalian! Well done; we are proud of you!

Yours sincerely



Miss Aubrey

Headteacher

DOWDALES SCHOOL
LEARNER
OF THE WEEK



Dear

Congratulations; _____ is a Dowdales School's Learner of the Week.

At Dowdales we always aim high and _____ has especially demonstrated dedication to learning this week.

The reason that _____ is receiving this award is for _____.

Well done _____; keep up the excellent work. We are very proud of you!

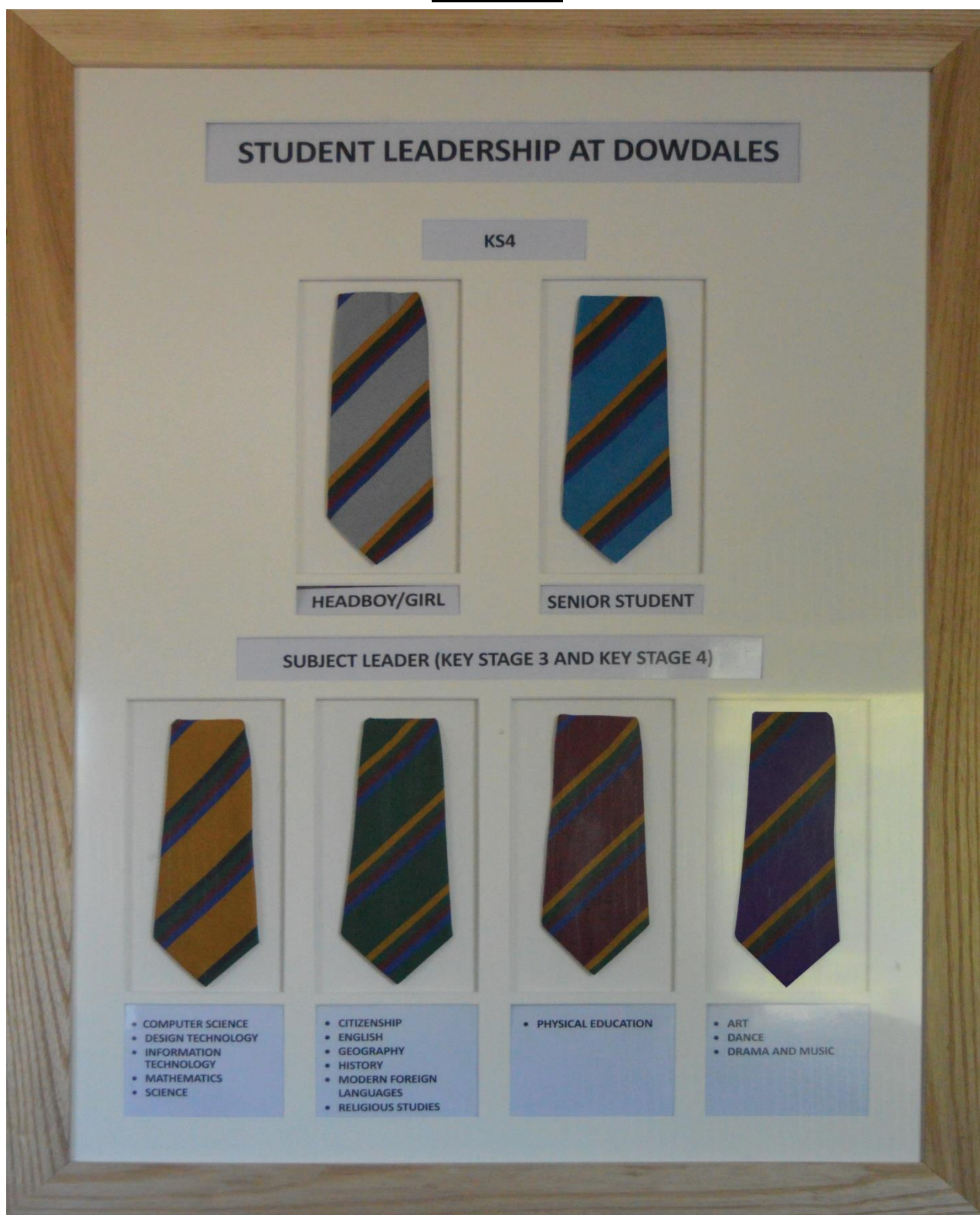
Yours sincerely

A handwritten signature in black ink, appearing to read "E. Aubrey".

Miss Aubrey

Headteacher

Leadership



Role	Responsibilities
KS3 Leader	<ul style="list-style-type: none"> • To act as role models through participation in extra-curricular activities • To undertake duties at Parents evenings: Guides/Refreshments • To support the Year 6 Induction programme by acting as guides. • Assist Year 7 students to integrate successfully into Dowdales School • Leadership within the classroom
Senior Student (KS4)	<ul style="list-style-type: none"> • To act as role models to the school through their behaviour for learning/appearance and conduct within the community. • Undertake weekly duty • To support staff wherever possible by taking a proactive approach, asking staff if they can help. • To promote and support school events/activities • Act as guides on open evening • Leadership within the classroom
Subject Leader	<ul style="list-style-type: none"> • To act as a role model to other students through the behaviour for learning shown within a subject area. • To be a leader within the classroom. • To promote participation in extra-curricular activities within a subject area. • To support the delivery of extra-curricular activities. • To support activities which promote a subject area (open evening, KS4 courses fair, taster days, presenting at school events)
Head students	<ul style="list-style-type: none"> • To lead the student body within Dowdales. • To support the collection of student voice. • To communicate with the governing body. • To actively promote the values and ethos of the school within the local community. • To represent the school at key events.

DOWDALES SCHOOL

STUDENT

LEADER

congratulations

Dear Parent/Carer,

Student:

Subject:

Tie Colour:

Congratulations go to your child. Their recent application for subject leader status has been approved.

This is due to their written application, their ongoing good commitment grades, their leadership passport and due to the approval of their teachers. As you can see this is some achievement.

Part of wearing the leadership tie is continuing to lead by example (which I am sure they will do) and another is to act as ambassador for their chosen subject in whichever way possible.

I know they will enjoy and thrive in this new role. Well done!

The school ask for a payment of £8 to cover the cost of the tie.

In order to receive the tie, payment is preferred via our online system, ParentPay. Following payment, the tie will be presented during the nearest appropriate assembly.

Yours sincerely

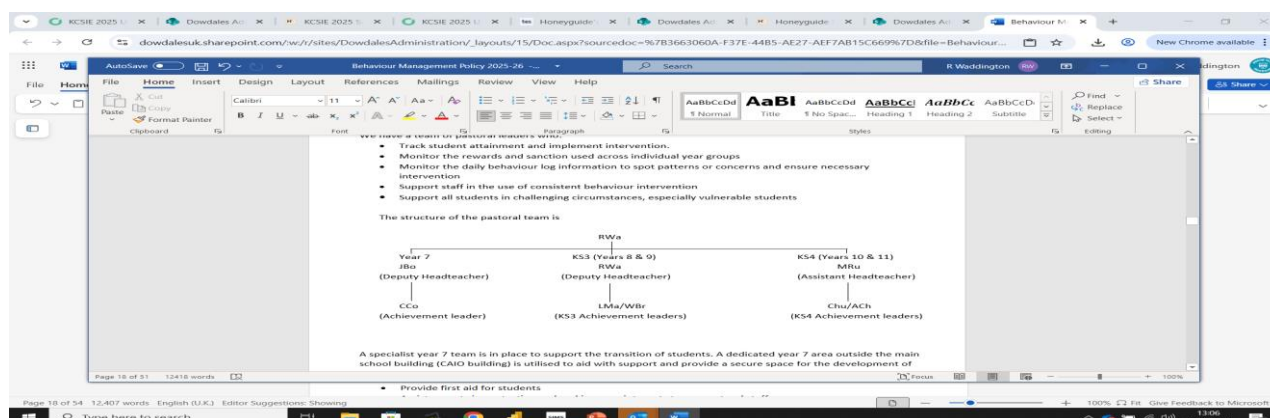
E. Morgan

Pastoral Team and Student Services – Roles and Responsibilities

We have a team of pastoral leaders who:

- Track student attainment and implement intervention.
- Monitor the rewards and sanction used across individual year groups
- Monitor the daily behaviour log information to spot patterns or concerns and ensure necessary intervention
- Support staff in the use of consistent behaviour intervention
- Support all students in challenging circumstances, especially vulnerable students

The structure of the pastoral team is



A specialist year 7 team is in place to support the transition of students. A dedicated year 7 area outside the main school building (CAIO building) is utilised to aid with support and provide a secure space for the development of new peer relationships.

To assist in meeting the needs to every student in school, we also have a student support team. Staff in this team support students by:

- Track daily attendance patterns and ensure contact is made with parents on the first day of absence
- Track and provide up to date information to support interventions for punctuality issues
- Provide assistance for students who are taken ill during the school day
- Provide first aid for students
- Assist parents in contacting and making appointments to see pastoral staff
- Contact parents regarding issues that arise with students in school
- Co-develop medical plans with parents.

The team consists of:

- Rachel Gilchrist (Attendance)
- Lydia Parkinson (Student support)

Sanctions

There are sanctions in place for those students who do not comply with the school's behaviour expectations. These sanctions are implemented consistently, and are proportionate and fair. Clear explanations for the sanction applied is given, together with guidance on how to avoid future sanctions. During lessons, students are given a chance and choice. Responses to behaviour may vary according to the age of the student and any other special circumstances that may affect the student, including SEND.

The school has the power to discipline students beyond the school gates. At Dowdales we are extremely proud of our positive relationships with the members of the local community. We take community behaviour seriously and expect our students to respect the local environment in the same way they would school or home. We always follow up complaints and contact parents/carers where students have been found to be involved in anti-social behaviour. The school may apply sanctions outside of the its premises when students are taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or is in some way identifiable as a member of the school. Furthermore sanctions may be applied for instances of negative behaviour at any time, that could have repercussions for the orderly running of the school, could adversely affect the reputation of the school or pose a threat to another student or member of school staff. Instances such as aggression, intimidation, and bullying which originate outside of school will be investigated thoroughly and the impact upon the well-being of other students and/or staff will be considered when determining the level of sanction to be employed.

The range of sanctions we use depends on the level of behaviour. Our 8 staged escalated system clearly shows what actions staff will apply.

Teacher's Own Sanction

When addressing undesired behaviour, staff should apply the following structure consistently: Staff follow the **chance, choice** and **consequence** structure. This is to ensure that students recognise the control of the response remains with the member of staff and the longer term relationship with the student is maintained.

- **Chance-** If a student chooses the incorrect behaviour, they will be given a chance by the teacher. This is an opportunity to improve.
- **Choice-** If the behaviour persists, and the student continues to choose the incorrect behaviour they will be given a clear choice by the teacher. A teacher may decide to speak to a student outside the classroom door to discuss their conduct or arrange to speak to them at a later time
- **Consequence-** If the student continues to choose the incorrect behaviour they will be expected to undertake a restorative conversation/task directed by the teacher after the lesson. An additional homework/self-reflection task may be issued by the staff member. This is the first step towards tipping the balance from negative to positive, and the first steps to a consistent evidence-based rewards structure. In this instance a behaviour incident record should be made in SIMs and the consequence/sanction communicated to the student so that they can record it in their planner. The students will then be at Stage 1 of hierarchy of intervention. If the behaviour persists, then the child will be sent to curriculum area time out and this will move to stage 2. A follow up detention may be issued at this time. Failure to attend department Time Out, or continuing poor behavioural choices will result in the student being removed from the lesson via 'assistance required'. Curriculum area Time Out involves the student undertaking restorative approaches following the completion of this action.

Detention Procedures

In order to maintain standards of work in the classroom and at home and in order to maintain standards of behaviour in classrooms and around the school there is a procedure for the issue of detentions to students. Parental consent is not required for detentions.

1) Late Detention – (1 hour Tuesday)

A sanction is given for students who are late to school without good reason. A student who arrives to school late on two or more occasions within the same week will be issued with an afterschool detention by their form teacher on Monday morning. This detention will be undertaken on a Tuesday evening and supervised by members of the schools pastoral team. Sanctions are also issued for students who persistently arrive late to timetabled lessons. If a student is late on 3 occasions to lessons without good reason they will be issued with an after school detention. Additionally if a pattern of poor punctuality is seen to school and/or lessons additional monitoring measures such as school reports or punctuality report cards may be applied to improve this area of concern.

2) After-school Detention – (1 hour Tuesday & Thursday)

For any behaviour which disrupts the learning of others, challenges fundamental standards of the school or infringes the rights of others, an ASD should be issued. Registers are taken at the start of the detention against the pre-populated attendance list.

Parents/carers will be notified 24 hours before the detention via the A5 detention letter. A follow up text message as a reminder of the detention may also be sent.

Students should be given the detention slip with the start and end time of the detention recorded along with the reason for the detention. Staff will log the detention on Sim's to allow an attendance register to be generated

Failure to attend any afterschool detention will result in a further detention on Friday afternoon for 1 hour 30 mins

After school detention is staffed by pastoral leaders/senior leadership on a Tuesday and staff on a duty rota system on a Thursday.

3) Senior team detention – (1 hour 30 minutes Friday)

Where a student fails to attend an after school detention, a Friday evening detention will be issued and the original detention will be rescheduled for the following week.

This is staffed by senior staff.

4) Community work

We expect students to treat the school respectfully as they would their own home. We believe that as far as possible the sanctions should try and fit the behaviour breach. For example, a student may be required to pick litter, clean tables in the dining hall, tidy a classroom, remove graffiti if they have behaved in such a way if they have dropped litter, left a mess in the dining hall, disrespected the classroom environment or defaced school property.

5) Pastoral team supervision

If instances of negative behaviour occur during break, lunch time or lesson change-over students may be issued with a supervision sanction. They are expected to report to a designated member of staff at break and lunchtime and remain in an allocated location where they can be closely supervised whilst still able to eat and have an appropriate break from classroom activities.

Some students with special educational needs have individual education plans that define specific strategies to be used when managing their behaviour. Please ensure that these are referred to such that appropriate adjustments are made to account for their difficulties.



After School Detention

1 hour

Dear Parent/Carer

I have to inform you that your child will be in detention after school, as detailed below:

Student name: _____

Date of Detention: _____

Start time: _____ End time: _____

Reason for Detention: _____

Detention forms part of the school's policy on maintaining standards of work and behaviour and it is the responsibility of the parent/carers to ensure their child's safe return home after the detention. I understand that after-school detentions can sometimes be an inconvenience to parents/carers, however they are an integral part of the behaviour system, and maintaining the schools high standards. Should your child fail to attend this detention, they will be automatically entered for an extended detention on Friday for 1 ½ hours.

If you require any further information regarding the use of afterschool detentions as a sanction, please feel free to contact me at the school.

Yours Sincerely

Mr R Waddington

Deputy Head teacher

Curriculum Area Behaviour Management and time out

This occurs at stage two of the hierarchy of sanctions. When stage one strategies have been exhausted it may be necessary to remove a student from the classroom. This may be to have a private conversation about a student's behaviour prior to return or it may be necessary to remove them from the lesson for the remaining learning time.

When this is necessary, it is not acceptable to leave a student standing unattended outside a classroom – this is a safeguarding issue. Therefore, every curriculum area has a timetable of curriculum removal where a defined classroom is given for every period of the week that a student can be removed to if necessary. These timetables are drawn up each year by ATLs in discussion with their teams. ATLs submit a record of their removal timetable to the Deputy Head teacher for collation.

If a student needs to be removed from a classroom, the incident should be recorded on the behaviour log and discussed with the ATL.

Withdrawal from lesson

On occasions, students may be withdrawn from their lessons to work in a separate room. The duration of withdrawal to a removal room or internal exclusion varies and involves a discussion with a member of the senior leadership team. Students may be withdrawn if they are required to assist with an investigation, or when withdrawal would act as a preventative behavioural measure or for their own or others' health and safety or well-being. In such cases the withdrawal is not recorded as a sanction. If a sanction is necessary this will be issued by the originating member of staff in discussion with the students achievement leader/SLT link.

Assistance Required

A staff member may request support with behavioural intervention for a student by emailing or phoning student services. The key term 'assistance required' should be used in this communication along with the location where support is requested. To ensure a prompt response following such a request staff members within student welfare will communicate with the senior leadership team/lead practitioners via a dedicated radio link. The use of 'assistance required' is not a school sanction in itself. It should only be used when a member of staff feels that other behaviour management strategies have been attempted or are unlikely to be effective. Situations where it would be appropriate to utilise 'assistance required' include:

- To report a student missing from a lesson
- To report a student refusing to attend a lesson (includes those who have walked out mid lesson).
- To request support in placing a student in curriculum area time out.
- A student openly refusing to follow staff instructions.
- A student's behaviour which is putting themselves or others at risk.
- An act of aggression by a student

Internal exclusion

Internal exclusion is a serious sanction used at Dowdales. This sanction is one step away from fixed term exclusion and is used only when every other strategy has been exhausted. It means that a student is withdrawn from the school community for a set period of time. Students in internal exclusion complete subject-based work to strengthen knowledge and understanding. The decision to remove a student from his/her school routine will be made reasonably and proportionately in all cases. Students will not be internally excluded for longer than is necessary. This sanction may only be issued by members of the schools senior leadership team or extended leadership team. Failure to co-operate whilst in internal exclusion may result in an extended period of time for this sanction or a fixed term exclusion from school.

Students may be removed from their lessons for serious or repeated incidents of disruption, aggressive behaviour or for intentional failure to adhere to the school uniform and appearance protocols. This is at the discretion of the Headteacher. Repeated failure to cooperate with the school's uniform and appearance protocols could result in further sanction. Students placed in internal exclusion will be supervised and permitted to eat and drink at designated times and visit the toilet when necessary. Students remain in internal exclusion until 3.30pm on each day of their sanction.

Internal exclusion is not withdrawal, which is used to keep students out of normal lessons whilst investigations into incidents are carried out. Withdrawal may also be used as a lesser sanction to internal exclusion where departmental classroom removal is not appropriate.

Procedures for internal exclusion:

- When the use of internal exclusion is sanctioned the Internal Exclusion Record Sheet should be completed in full before the student is taken across to the internal exclusion room
- Parents are to be contacted and the reason for this sanction being issued explained.
- Students will complete work allocated to them by the supervising member of staff. This work will focus on the key curriculum areas of Maths, English and Science.
- Students remain in the internal exclusion room during break but are allowed a break at a different time.
- Students are to be escorted to the dining room 15 minutes before lunchtime by the member of staff supervising period 4. During lunch students must remain in the internal exclusion room
- Staff should fill in the Internal Exclusion Record Sheet for each lesson. 2* or 3* commitment is unacceptable
- Any student failing to meet the standards expected in internal exclusion will be at risk of external exclusion. Students are expected to work silently, continuously and follow all instructions without question
- When a student completes their period of internal exclusion (as defined from the outset on the Internal Exclusion Record Form) they are to return to normal timetabled lesson but on an appropriate level of monitoring report

Procedures for our Non-Negotiables

The following three issues are non-negotiable in the way we manage them as staff. It is important that we are consistent in the actions defined below:

1. Mobile Phones and Other Electronic Devices

These are not allowed to ensure equality, prevent bullying and prevent issues of loss or theft. If a student is found with a mobile phone or other electronic device, this should be removed from the student and sent to achievement leader/SLT link for the student's year group in an envelope marked with the student's name. An after school detention should also be issued to the students.

Achievement leader/SLT link will act in the following way:

- First offence: Return the device to the student at the end of the day
- Second offence: Return the device to the student at the end of the day and text/phone call home.
- Repeated issues: Parents are contacted and asked to collect the device from the school Office. Followed up by a member of the pastoral team
- Using a mobile phone within a lesson or during the school day: The student will be immediately removed from lesson and should be referred to a member of the pastoral team or senior leadership team.

2. Chewing Gum

Is not allowed anywhere in school. Students should be asked to empty their mouths into the bin and an after school detention issued. Pastoral leaders will monitor any repeat offenders and act accordingly.

3. Smoking/Vaping

Students are not allowed to smoke/vape in school, on the way to or from school or during lunchtimes. If a student is caught smoking/vaping on the school, we act in the following way:

- First offence: Student placed in internal exclusion. Parents contacted to discuss.
- Second offence: Second period of internal exclusion. Friday evening SLT detention
- Repeated issues: Student issued with fixed term suspension.

Any vapes found in a student's possession will be confiscated and destroyed. If the school has reason to believe that a vape or cigarette is illegal trading standards may be contacted. If the school has reason to believe that a vape or cigarette contains an illegal drug the police will be notified. Any student found to be smoking or vaping inside the school building will be issued with a fixed term suspension.

4. Uniform breaches

When issues with uniform arise, we are keen to ensure that they are rectified as quickly as possible. There are occasions where items of uniform may be lost, damaged or require replacement due to excessive wear meaning that a student may be unable to wear full uniform for a short period of time. We ask parents/carers to contact the school by phone, email or letter to notify us of the issue and provide a date when it will be resolved. If a student arrives at school in incorrect uniform and the school has not been informed of a specific reason we will where possible seek to address the issue by removing items that breach our policy and/or loaning missing items of uniform. If this is not possible, we will ask that the matter be corrected by the start of the next school day. To ensure that parents/carers are aware of actions taking place in school we will notify them by text message or phone call at the earliest opportunity. Intentional and/or repeated breaches of the school's dress code may result in sanctions being imposed. For example if a student attends school with an inappropriate hairstyle/haircut or

other issue relating to their personal appearance may be placed in internal exclusion for a fixed period of 1 day. Parents/carers will be contacted in order to seek a quick resolution to the issue. 5 days of enhanced supervision at lunch time will be applied. The period of lunch time supervision may be reduced if the issue is resolved prior to the completion of this sanction.

Prohibited/banned items

In the interests of health and safety students, staff and other members of the school community we ask parents/carers to ensure that any inappropriate and dangerous items or harmful substances are not brought into school. In the majority of cases the application of common sense will easily determine what should not be brought into the school.

The Headteacher and authorised staff have the statutory power to search a student and/or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item in their possession. The member of staff conducting the search will check outer clothing, pockets, possessions, desks and lockers. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear.

- Weapons and knives
- Alcohol
- Illegal drugs
- Drug-related paraphernalia
- Stolen items
- Tobacco, cigarette papers and e-cigarettes(vapes)
- Fire lighting equipment
- Fireworks or explosives of any kind
- Pornographic images
- Any item that is likely to or has been used to commit an offence, cause damage to property, cause personal injury; any person (including the student).

Students suspected of bringing any other banned item to as those listed below may be searched by a member of staff

- Chewing gum
- Energy drinks
- Aerosol (students should use non-aerosol deodorants)
- Cameras, mobile phones or other electronic devices.

Staff may examine data or files on electronic devices if they suspect that it has been or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

The school does not require formal written consent from students or parents/carers when searching for banned items. Neither does the school require the presence of a parent or carer when searching a student.

Staff who conduct a search for banned items with consent from students may ask them if they can hand over their bag or outer clothing such as a coat. They may be asked to empty their pockets or empty their own bag.

Staff will not ask students to remove clothing next to their skin.

Staff conducting a search will do so with another member of staff present as a witness.

If a student refuses to comply with a search, school sanctions may apply. If a student is found to be in possession of any banned or prohibited item, school sanctions may apply

If a student still refuses to co-operate, the member of staff may assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited

items but not to search for banned items. The decision to use reasonable force will be made on a case by case basis. The member of staff will consider whether conducting the search will prevent the student from harming themselves or others, damaging property or causing disorder.

Members of staff carrying out a search can confiscate any item that they have reasonable grounds for suspecting

- Poses a risk to staff or students
- Is a prohibited or banned item
- Is evidence in relation to an offence.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence in which case it must be passed to the police. Staff will not intentionally view any indecent image of a child or copy, print, share, store or save such images.

Parents/carers will be notified of any search for a prohibited item that has taken place and the outcome of the search. They will be informed of what, if anything, has been confiscated and the resulting action the school has taken, including sanctions applied.

Seizing and confiscating items

Section 89 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. (§89 Education and Inspections Act 2006). The member of staff can 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. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully. Items found during a 'without consent' search Items which should be seized and handed to the police in accordance with the DFE advice for schools 'searching, screening and confiscation 2022:

- Controlled drugs (unless the staff member thinks it is reasonable to dispose of them)
- Stolen items (unless the staff member thinks it is reasonable to dispose of them or return good to the owner)
- Extreme or child pornography images
- An item used to cause injury or damage to property (unless staff member thinks it is reasonable to return to the owner)
- Any weapons or items which are evidence of an offence.

Items which may be disposed of or retained by the school but not returned to the student:

- Alcohol
- Vapes
- Tobacco or cigarette papers
- other substances other than controlled drugs e.g. so-called 'legal highs'
- Drug-related paraphernalia
- Fireworks
- pornographic images which do not constitute extreme or child pornography

Members of staff may use their own judgement to decide to return, retain or dispose of any other banned items.

- They will take into account all relevant circumstances considering:
- The value of the item.
- Whether it is appropriate to return the item to the student or parent/carer.
- Whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

Stages of Behaviour Management Intervention

Stages of Behaviour Intervention	Example of Behaviour being Managed	Note and Action to be Taken	By Whom
<u>STAGE 1:</u> <u>INDIVIDUAL</u> <u>TEACHER</u> Non-verbal visual recognition Verbal reminder / reprimand Chance / Choice / consequence Seating plan Moving of student Within classroom	Student has gone off task (or is about to). Silly behaviour with equipment Distraction / disruption / off task behaviour that requires immediate correction e.g. shouting out Classroom seating plan. There is repeated behaviour detailed above	Be overt in making the student aware that you have seen the behavioural concern. State the issue and the impact it is having on others . If a student misbehaves they will be given a clear chance, followed by a choice, and then a consequence. The student remains in the class at this point as the teacher will own the behaviour in their classroom Staff to make use of their own seating plan in the classroom Student is moved to a different seat in the classroom. This is non-negotiable. Remind student that any further disruptive behaviour will result in Year group removal. A staff member may personally ask a student to Complete an additional homework/self-reflection task If behaviour has been a concern. They should ask students to record the task and the reason it has been issued in their planner. <i>When a member of staff is concerned about the behaviour of a student during a lesson, this should be recorded on the SIMs behaviour log as Information for other staff.</i>	Classroom teacher Classroom teacher
<u>STAGE 2:</u> <u>CURRICULUM AREA</u> <u>REMOVAL/TIME OUT</u>	On-going distraction/ Disruptive behaviour	When stage 1 has been exhausted, a student is to be removed to another classroom in accordance with the curriculum area removal timetable (Pastoral Leads to be informed who may decide to issue further sanction to student in discussion with classroom teacher).	Designated staff within curriculum areas.

<p><u>STAGE 3:</u> <u>AFTERSCHOOL</u> <u>DETENTION</u></p>	<p>Behaviour has been persistently and deliberately poor. Repeated examples of difficulties / disruption dealt with in stages 1 & 2 above</p> <p>Serious one off incidents will also result in after school detention e.g.</p> <ul style="list-style-type: none"> •Truancy •Mobile phones •Bullying •Challenging Behaviour 	<p>Parents / carers informed via detention letter. The date of the detention and reason for the detention should be recorded on the school proforma and issued to the student. The detention should then be recorded into SIMM's.</p> <p>Failure to attend an after school detention will result in a 1 ½ hour Senior team detention on a Friday evening.</p>	<p>All staff, Pastoral team, Extended SLT, SLT</p>
<p><u>STAGE 4:</u> <u>REFERRAL TO ATL/</u> <u>PASTORAL TEAM</u></p>	<p>Disruptive behaviour already dealt with in stages 1-3 continues.</p> <p>There is a serious 'one off' incident</p>	<p>This is a high level sanction.</p> <p>Referral should be made to the ATL/Pastoral lead whenever possible either by removing the student and accompanying them or requesting assistance via student services.</p> <p>Referral will usually result in an after school detention. A Simms report may be used at this stage.</p> <p>Parent/carer contact will be made to highlight the area of concern.</p> <p><i>The behaviour log system should not be used as a method of referral; however incidents requiring referral must be recorded via this system for information and monitoring. Where a student's poor behaviour is considered serious enough to refer to ATL / pastoral staff, face to face discussion with the student and supporting staff is essential</i></p>	<p>All staff Pastoral team / ELT Pastoral team / ELT</p>
<p><u>STAGE 5:</u> <u>WHOLE SCHOOL</u> <u>REPORT</u></p>	<p>When examples of behaviours continue to be repeated in stages 1-5, the immediate action will be to put students on daily report</p>	<p>A pastoral lead will record the student being placed onto report on sim's. Any student on report will be highlighted on the class register.</p> <p>Subject teachers should enter a commitment grade 2* - EC in the comment box. Any specific behavioural concerns are recorded separately.</p> <p>The student will discuss their progress on the report daily and targets set to address any concerns. The report is taken home by the student at the end of the day to discuss with their parents/carers.</p> <p>Whenever a student is placed on report, parents/carers should be contacted on tor before the first day of that report to explain the situation and short term targets.</p>	<p>Pastoral leads Class teacher</p>

<u>STAGE 6:</u> <u>INTERNAL EXCLUSION</u>	<p>Failure to meet standards expected on a red report</p> <p>One off very serious incident (e.g. threatening behaviour)</p>	<p>This sanction is one step away from fixed term exclusion and is used only when every other strategy has been exhausted. Internal exclusion can only be sanctioned by the SLT, lead practitioners.</p> <p>Parents/Carers are informed of the use of internal exclusion by telephone call</p> <p>Students work in the directed internal exclusion room, undertaking work for core subjects of English, Maths and Science.</p> <p>In the majority of incidents a student removed from a lesson via 'assistance required' will be placed in internal exclusion</p>	<p>SLT Lead practitioners</p> <p>Deputy HT, Headteacher</p>
<u>STAGE 7:</u> <u>FIXED TERM</u> <u>SUSPENSION</u>	<p>Persistent failure to meet standards that has not been revised by support above</p> <p>One off very serious incident such as threatening behaviour.</p> <p>A repeat of behaviour that has previously resulted in internal exclusion or is deemed by the Headteacher to require fixed term suspension</p>	<p>Only sanctioned by the Headteacher</p> <p>Parents/Carers are informed of the suspension by telephone call followed by formal letter</p> <p>Work provided for completion at home and should be brought upon return to school.</p> <p>A re-admission meeting will take place prior to the student returning to main stream lessons. Where ever possible parents/carers are encouraged to attend this meeting. Where appropriate a behaviour management plan will be generated.</p>	<p>Headteacher</p> <p>DGu/RGi, letter copied to all SLT</p> <p>Re-admittance support from pastoral team</p>
<u>STAGE 8:</u> <u>GOVERNORS</u> <u>DISCIPLINARY PANEL</u>	<p>Continued fixed term suspensions. One off serious incident</p>	<p>Parents/carers invited to attend via letter. Intervention and support programme. Managed move and alternative placements discussed.</p>	<p>Head teacher, Chair of Governors</p>

<p><u>STAGE 9:</u> <u>PERMANENT</u> <u>EXCLUSION</u></p>	<p>Continued fixed term exclusions, repeated acts of violence or an extreme act of violence.</p> <p>A drug related incident such as supply or intent to supply. For persistent or significant incidences of defying criminal law A one off very serious incident.</p> <p>Permanent exclusions may also be used in the cases of abuse by one or more students against another, or a student making malicious accusations against a member of staff.</p>	<p>A sanction only processed by the Headteacher, involvement of Governors' Disciplinary Panel and the Local Authority</p> <p>The decision to permanently exclude will only be taken in response to a serious breach, or persistent breaches of the school's behaviour policy; and</p> <p>Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.</p>	<p>Headteacher</p> <p>Governors</p>
<p>The use of a managed move may be utilised prior to the governor's disciplinary panel at an earlier stage in behaviour intervention. It is not utilised as a sanction and is initiated as a strategy to re-engage students who may, for whatever reason, have experienced difficulties. Dowdales school follows the managed move protocols established by FEC. All local schools within the Furness area have adopted these protocols. Whilst undertaking a managed move a student will be subject to the behaviour policy of their host school. Instances of poor behaviour whilst on a managed move will be communicated to Dowdales and the school will impose its own sanctions upon the completion of the move. Conduct logs provided by host schools may be used as evidence to move a student further along the stages of behaviour intervention.</p>			

Behaviour and safety on Educational Visits & Trips

Participation in Educational Visits & Trips requires students to have the highest level of commitment to ensure the wellbeing and safety of all other staff and students on the visits or trips; it requires students to have a high-level commitment to their learning and to demonstrate excellent conduct in school. As such, students whose overall lesson commitment is graded as 3* (satisfactory) or below will not be eligible to take part in educational visits or trips. This judgement is not made solely at the point of sign-up (for a visit or trip) but will be monitored continuously in the lead-up to the visit or trip. The school also reserves the right to withdraw a student's place if their behaviour is deemed, in the opinion of The Headteacher likely to compromise the safety of the visit or trip or place staff and other students under undue pressure. While the school will endeavour to find a replacement for any student whose place is withdrawn, this cannot be guaranteed, and any financial implications may remain the responsibility of the parent/carer.

Attendance and the impact on Educational Visits & Trips

In order to attend Educational Visits & Trips (typically) a student's attendance needs to be 90% or above. Students who are persistently absent (below 90%) are not meeting the attendance standards / requirements of the school however each case will be determined on its merits with the final decision resting with The Headteacher.

Consideration of Students with Medical and Mental Health Conditions

When planning educational visits & trips, the school is committed to ensuring that all students have equitable access to opportunities, including those with physical or mental health conditions. In line with the Equality Act 2010, the school will make all reasonable adjustments to support the inclusion of students with medical or mental health needs, provided it is safe to do so.

As part of the pre-visit or trip planning process, staff will assess the suitability of each student's participation by reviewing any known medical or mental health conditions, in consultation with the student, parents/carers, relevant school staff, and healthcare professionals where appropriate. Risk assessments will be tailored to reflect the needs of individual students, and where necessary, a personalised safety or support plan will be developed.

However, the safety and well-being of all students and staff remains the school's primary concern. If, after consultation, it is determined that a student's health condition—physical or mental—poses a significant risk to their own safety or the safety of others during the visit, and a workable and safe plan cannot be agreed upon, the school reserves the right to make a decision that the student may not be able to participate in the visit.

Any such decision will only be made following a thorough risk assessment and discussion with parents/carers. The school will always seek to act in the best interests of the student and the wider group and will aim to provide alternative inclusive educational experiences where appropriate.

Positive Handling

It is not illegal to touch a student and the school does not subscribe to a 'no contact' policy. There are times when it is appropriate to touch a student, and for these examples' permission would be sought from the student by the staff member. For example:

- comforting a distressed student;
- congratulating or praising a student;
- demonstrating the use of a musical instrument;
- demonstrating an exercise in Physical Education, dance or how to hold a musical instrument;
- helping a student with a physical disability;
- to give first aid.

Physical contact may be used to control, guide and restrain students and covers a range of actions including a degree of physical force. Control means passive physical contact e.g. standing between students or blocking a student's path, guiding means the use of active physical contact such as leading a student by the arm out of a classroom or away from another student. Restraint means to hold a student back physically or bring a student under control e.g. when two students fight and refuse to separate without physical intervention. Staff should always avoid acting in a way that might cause injury but in extreme cases, avoiding injury may not always be possible.

The use of physical contact can only be justified according to the circumstances as described in the Positive Handling Policy. Staff therefore, have a responsibility to seek alternative strategies wherever possible in order to prevent the need for physical intervention. All staff should undertake a dynamic risk assessment to consider the potential impact on themselves and students if they intervene physically.

The use of reasonable force is down to the professional judgement of the member of staff and should always depend on the individual circumstances ('Reasonable in the circumstances') means using no more force than is needed. (Use of Reasonable Force Guidance July 2013). The school does not require parental consent to apply reasonable force. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. All members of staff have the power to use reasonable force (Education and Inspections Act 2006). Staff must make reasonable adjustments for pupils with SEND.

The school has the power to prevent students from:

- Committing an offence

- Injuring themselves
- Damaging property
- Causing disorder

The school also has the power to use reasonable force when searching for 'prohibited items', however force may not be used to search for banned items which appear under the school rules e.g. non- uniform items, confectionery.

Examples of when reasonable force may be used by any staff member:

- Prevent a pupil from attacking a member of staff or another student, or to stop a fight.
- Remove disruptive student 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 pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Restrain a student at risk of harming themselves through physical outbursts.

The school cannot use reasonable force as a punishment. When physical force has been used we always endeavour to tell the parent or carer.

Staff may seek support from the individuals listed below who have all undertaken 'Team Teach Training'

Rob Waddington
 Lisa Massicks
 Matt Rushton
 Sarah Scott
 Anna Dove
 Susan MyCroft
 Wayne Brown
 John Seal
 Louise Thornton

Malicious accusations against a member of staff

Malicious accusations against members of staff are taken very seriously. Where students are found to have made malicious accusations against a member of staff which, following investigation are proved to be unfounded, the school may suspend the students concerned. Depending on the severity of the accusation and the level of distress caused to the member of staff, a permanent exclusion may be applied.

Whole school monitoring Reports

Whole school monitoring reports are used at stage five of the Dowdales hierarchy of behaviour management interventions. They are used following repeated disruptive or poor behaviour from a student.

Form Teacher

Used when we have initial concerns about the need to monitor a student's behaviour. A student will be notified that they are going to be placed on report by their achievement leader and the appropriate information entered into SIMM's. The achievement leader will liaise with the student's form teacher who will undertake daily discussions with the student about their performance within individual lessons. The student takes the report home with them every evening and a new report is issued each morning. A weekly summary of the commitment grades entered onto the report will be communicated to parents/carers.

Pastoral Leader

A student failing to meet the standards expected whilst on report to their form teacher will move up to closer supervision by their achievement leader. Specific rewards/sanctions will be discussed with the student. The achievement leader will undertake weekly communication with parents/carers about the student's performance.

Any student who has previously been on a report monitored by their form teacher in a term automatically moves to monitoring by their achievement leader if this intervention is felt to be needed for a second occasion within a term.

Senior leadership team

A student failing to meet the standards expected whilst being monitored by their achievement leader or a student involved in a one off serious incident will be placed on report which will be monitored by a member of the school's SLT. Regular communication with home will be undertaken to discuss a student's progress whilst on this report.

The purpose of a monitoring report is to:


- Gain a clear picture of the areas of a student's successes and areas for development across a week
- Provide a mechanism to enable discussions between students and teachers about their successes and areas for development in each lesson
- Provide the evidence base for discussions between staff monitoring the student and students to ensure the issues leading up to the report are resolved
- Enable celebration of successes
- Enable parents to have a clear picture of their child's progress in school and promote a dialogue between school / parent / student

The Process:

1. Decision is taken to use a monitoring report for a student. This is discussed and the commitment target grades set.
2. Parents are contacted on or before the first day of the report to explain the situation and the standards expected
3. An entry is made in the behaviour log detailing that the student has been placed on the report to ensure all staff are aware
4. Teaching staff enter a commitment grade and short comment in the box for their lesson. The grade being issued is communicated to the student and the reasons for this grade given.

5. Staff monitoring the report maintain a daily point of contact with the student and discuss the grades which have been allocated.
6. A weekly summary of all commitment grades is communicated to parents/carers.

Short term daily report template


	Dowdales School A proud, thriving, ambitious community	As One Aim High Lead by Example
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Name:		Form:	
Person monitoring this report:		Time:	

You have been placed on this report because of a persistent failure to meet an area of the schools standards. Your subject teachers will provide you with feedback each lesson comprising of a commitment grade and comment. This information will be recorded onto a sticker, which you should attach to the relevant lesson

My behaviour for learning targets are:

2*	No attempt: The behaviour for learning targets are unmet
3*	Some attempt: Some progress has been shown towards the behaviour for learning target
4*	Good attempt: The majority of behaviour for learning targets have been met
5*	Excellent: All of the behaviour for learning targets have been fully met
EC	Outstanding Commitment: Many of the behaviour for learning targets have been exceeded



Registration

	Toilet? Yes/No	On time? If no, number of minutes late.
--	----------------	---

Lesson 1

	Toilet? Yes/No	On time? If no, number of minutes late.
--	----------------	---

Lesson 2

	Toilet? Yes/No	On time? If no, number of minutes late.
--	----------------	---

Lesson 3

	Toilet? Yes/No	On time? If no, number of minutes late.
--	----------------	---

Lesson 4

	Toilet? Yes/No	On time? If no, number of minutes late.
--	----------------	---

Lesson 5

	Toilet? Yes/No	On time? If no, number of minutes late.
--	----------------	---

Lesson 6

	Toilet? Yes/No	On time? If no, number of minutes late.
--	----------------	---

Longer term weekly report template



Dowdales School
A proud, thriving, ambitious community

As One
Aim High
Lead by Example

Name:		Form:	
Person Monitoring this Report:		Time:	



Your focus for this report is to ensure you are following instructions given by your teachers and Miss Bedford to achieve the best outcomes from your lessons



Hands up



Commitment Descriptors

What does exceptional commitment look like?

Independent in his/her learning.
Prepared to go the extra mile.
Cannot be expected to do any more in every lesson.
Regularly undertakes extension tasks and extended homework.
Shows an interest beyond the content of normal lessons.

What does 5* commitment look like?

Always demonstrates excellent attitude to learning by being independent, involved and motivated during lessons.
Classwork is always of a standard that reflects his/her ability.
Always respectful to the teacher and other members of the class.
Always fully equipped for lessons and never misses deadline for homework.
Demonstrates excellent behaviour during lessons.

Day : _____



	Lesson	Lesson Focus	Positive engagement	HWK Set
Form				
Period 1				
Period 2				
Period 3				
Period 4				
Period 5				
Period 6				
Signed (parent):				

Pastoral support plan

Student Name: _____

Date of plan: _____

Review date: _____

What are you worried/concerned about?	What is working well/strengths?	What will well-being and success look like? (What outcomes do you want for the child/young person)?
<div></div>	<div></div>	<div></div>
Concern Statement <div></div>		Well-being Goal (s) <div></div>

Staff signature _____ Student signature _____ Parent/Carer signature _____

BEHAVIOUR MANAGEMENT PLAN

PART 1: The Student and the Behaviour

Name of student:		Name of School:	Dowdales
Date of Birth:		Class/year group:	
Plan coordinator:		Class teacher/tutor:	
Date of plan:		Date for review:	

Background Information: (e.g. include current levels of and arrangements for support, relevant medical information, relevant family information, communication needs, learning skills/difficulties).

--

Strategies which usually prevent the negative behaviour from happening: (e.g. particular activities or times when behaviour is reliably good, particular people with whom the student behaves well, classroom arrangements which usually prevent the behaviour....)

--

What are the behaviours to be addressed? (Please give numbered list.)

<i>Behaviour (brief phrase: details will be in part 2)</i>	
1	
2	
3	
4	.

BEHAVIOUR MANAGEMENT PLAN

Name of Student:

PART 2: Strategies and Control Measures

Planned strategies to manage the behaviour:

					Strategies to overcome the behaviour: include personnel & resources		
	Behaviour: concise description	What is the likely trigger?	Who or what is target/likely to be harmed?	Risk: Serious (1,2 or 3)*	Proactive: to prevent it from starting:	Strategies to distract/defuse early stages of the behaviour:	Strategies to use with more severe instances of the behaviour.
1							
2							
3							
4							

*NB for Risk, 1 is most serious, 3 is least serious.

BEHAVIOUR MANAGEMENT PLAN (Part 2 cont'd)

Name of Student:

Additional control measures required: (Include here any additional control measure to be considered in order to reduce or eliminate the risk of injury or distress: e.g. staff training, additional staffing, changes to staff roles or routines, gates/barriers/locks or other adaptations to the environment.)

Please type here:

What we will do after an incident: (Include the care to be provided to the student and to others involved, the process for recording each incident, how parents will be notified. NB all injuries must be recorded on the CCC Accident Incident form, details of which are in Appendix 2. All incidents of Restrictive Physical Intervention must be recorded, as described in Section 6 above.)

Please type here:

Agreement & review date: WB:

Pupil comments:

Please type here:

Parental comments:

Please type here:

Plan agreed by:

<i>Role & name</i>	<i>Signature</i>	<i>date</i>
Parents/carers		
Pupil (where appropriate)		
Head Teacher		
Other school staff(please state role):		
External advisers, e.g. LA staff		

Date plan completed:

Date plan to be reviewed:

If there is a Part 3 for this plan, please type Y in this box:

If there is no Part 3 for this plan, please type N in this box:

CONFIDENTIAL

PART 3: Plan for possible use of Restrictive Physical Intervention

Planned use of Restrictive Physical Intervention:

Restrictive Physical Intervention will only be used as an option of last resort, when the risk assessment in the Behaviour Management Plan shows it is a reasonable course of action. The following behaviours are those where the use of restrictive Physical Intervention could be considered, after a range of other de-escalation options (as in Part 2 above) have been tried, or have been considered and have been thought to be unsafe:

1	
2	
3	
4	
5	
6	
7	

Restrictive Physical Intervention will **NOT** be used as a response to the following behaviours:

8	
9	
10	
11	
12	
13	
14	

The following physical interventions have been agreed for use with this student in appropriate circumstances within the context of Team Teach practice. (The minimum appropriate force will always be used, and applied for the shortest possible period of time. Each instance of the use of Restrictive Physical Intervention will be recorded in the system which the school keeps for that purpose.)

Please type here:

Emergency use of Restrictive Physical Intervention:

Emergency use of physical intervention may be required when a student behaves in a way that has not been foreseen by risk assessment. Ideally the use of physical interventions in this situation will be agreed by two members of staff.

Contra-indications to the use of Restrictive Physical Intervention: (Note here any particular issues which must be borne in mind when using physical intervention with this student: e.g. physical vulnerabilities of the student, or sensitivities about where & how they are touched.)

Please type here:

Part 3 agreed by:

<i>Role & name</i>	<i>signature</i>	<i>date</i>
Parents/carers		
Pupil (where appropriate)		
Head Teacher		
Other school staff(please state role):		
External advisers, e.g. LA staff		

Date plan completed:

Date plan to be reviewed:

Use of the School Information Management System (SIMs) to

Record Student Sanctions and Rewards

SIMs provides a detailed record of every student's rewards and sanctions profile throughout their five years at school. It is vital that this picture is up to date and accurate to ensure students are treated in a consistent and fair manner. The SIMs record is kept up to date as follows:

Rewards

- A record of merit certificates received is collated half termly by form tutors during form periods. This information is passed to the SIMs data manager who will update student records on SIMs
- Any awards received through achievement assemblies are added to a student's record by the SIMs data manager using the lists compiled for the assembly
- Any member of staff can add additional rewards to a student's record. These may be for extraordinary achievements outside of lesson or outside of school time. A member of staff can do this themselves or email the information to the SIMs data manager who will update a student's record

Sanctions

When a member of staff is concerned about the behaviour of a student either during or outside a lesson, this should be recorded on the SIMs behaviour log information for other staff. This behaviour log is distributed to all staff daily to ensure we are consistently managing students' behaviour and as information for form teachers and pastoral leaders.

The behaviour log system should not be used as a method of referral; however incidents requiring referral must be recorded via this system for information and monitoring. Where a student's poor behaviour is considered serious enough to refer to ATL / pastoral staff, face to face discussion with the student and supporting staff is essential.

Recording an incident on the behaviour log is not a sanction and should not be described as such to students. The behaviour log is used as an information system to ensure accurate pictures are maintained of student behaviour.

Monitoring of Recorded Data

The SIMs data manager will produce weekly & half termly reports for the pastoral team and SLT so that rewards and sanctions across year groups and groups of students (especially vulnerable groups) can be carefully monitored such that necessary actions can be taken.

Internal exclusion Record Sheet

Date:	Student:	Parents contacted?	Tick	First piece of work attached?	Tick
Reason:					

Any special instructions / information?

Type of report to be issued on internal exclusion:	Form Teacher	Achievement Leader	SLT
Report to be monitored by:			
Signed: (SLT, RWa, LMa)			

Period	Work Undertaken	Commitment Shown (2*-5*)	Comment	Staff Signature
1				
2				
3				
4				
Lunch				
5				
6				

Additional Comment

Dealing with Bullying

The following should be read in conjunction with the schools anti-bullying policy: Any incident or suspicion of bullying is taken seriously and addressed immediately. The procedure for dealing with bullying is as below, but of course may be exercised with flexibility depending on the circumstances:

- parents of both victim and perpetrator are contacted;
- the alleged perpetrator is likely to be withdrawn during investigation;
- following investigation, the perpetrator may incur a school sanction based on the balance of probability;
- restorative justice takes place to ensure that the victim feels confident and safe around school;
- a programme of support is provided for both victim and perpetrator and the situation monitored closely by key staff;
- records are kept of all bullying incidents including prejudiced related behaviour and name-calling. Bullying or prejudiced related behaviour incidents are recorded specifically on SIMS, to identify the behaviour differently to others. This process ensures bullying, prejudice-related behaviour and name-calling incidents, including homophobic, bi-phobic or transphobic are investigated fairly and consistently, thus ensuring we comply with the Equalities Act 2010. As an Academy that subscribes to British Values, we aim to embed a culture that a lack of tolerance of any kind of diversity is unacceptable. We recognise that it is possible that bullying can be as a result of a safeguarding issue and if this is the case, the issue will be communicated to the safeguarding team for their involvement.

Creating an Anti-bullying Climate

Bullying will not be tolerated and we make this clear in the information we give to students and parents when they join our school. All students sign a partnership agreement with school which gives information about their responsibilities regarding bullying.

Dowdales School agrees that:

- All students and staff have the right to feel happy, safe and included, bullying is therefore unacceptable.
- As a school we will work to promote an environment free from threats or fears thereby enhancing individual aspirations and achievement.

Our Definition of Bullying

Bullying is

- Deliberately hurtful
- Repeated, often over a period of time
- Intentional

It can take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks

- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages on mobile phones
- Use of social media/internet to bully.
- Homophobic bullying

Our 'Life Citizenship' curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos, and
- Teach students how to constructively manage their relationships with others

Curriculum

During Citizenship students are taught to be assertive, considerate and confident. Work is also done to raise awareness of bullying issues.

Literature, Drama, visitors and assemblies are just four examples of places in the curriculum where bullying may be raised, discussed and explored.

It may be appropriate to deliberately do some extra or specific work for whole groups in response to incidents at times.

Form Teachers may lead discussions about relationships including the breakdown of friendships which can lead to bullying.

Some school assemblies will focus on positive relationship skills and promoting the partnership agreements.

Posters will be used to remind students that bullying is not acceptable and to tell them what to do if they are bullies at school.

We will advertise our anti-bullying policy on the school web site.

Posters will tell students about Childline and other sources of confidential help such as thinkuknow.co.uk and bullying.co.uk.

Our Responsibilities

Monitoring and Evaluation of the Consistent Behaviour Management Policy

To ensure effective practice and maintain outstanding behaviour, we must review this policy regularly to ensure it remains effective. The annual monitoring of consistent behaviour management will inform both the School Improvement Plan and revision of this policy. The process of annual monitoring includes:

- Monitoring by Governors via Headteacher's Report to Governors
- Monitoring by the Headteacher via reporting of the termly pattern of exclusions, racist incidents and bullying incidents

- Monitoring by SLT via half termly breakdown of rewards and sanctions by student groups
- Monitoring by pastoral staff via on-going analysis of rewards and sanction
- On-going feedback from staff as to effectiveness of the procedures outlined in this policy via ATL meetings, departmental meetings and full stall meetings
- On-going feedback from students as to effectiveness of the procedures outlined in this policy via student voice, the school council and the student behaviour for learning group

It is every member of staff's responsibility to ensure that this policy is consistently and fairly applied. Any member of staff with concerns about procedures in this policy or suggestions for improvements should direct them to Anna Dove, Assistant Head in the first instance.