

Behaviour, Culture and Attitudes Policy

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We aim high
We work hard
We care
We are vale

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Introduction

Darwen Vale High School will provide a safe and structured environment in which teachers can teach and students can learn. We have a culture of high expectations, where we expect and actively encourage, all students to make the most of their opportunities by fully participating in their learning and leading their own behaviour. We believe that establishing an orderly and supportive atmosphere where there are clear expectations and behavioural boundaries will ensure that students will align with our vision of:

Students at Darwen Vale High School will achieve academically beyond personal expectations and prior attainment.

They will experience an outstanding and enjoyable education.

Principles of the Behaviour Policy

The underlying principles of the Darwen Vale Behaviour, Culture and Attitudes Policy are to:

- Develop a culture where students demonstrate high expectations of behaviour consistently, take responsibility of their behaviour and self-regulate their behaviour.
- Ensure Darwen Vale High School is a safe and supportive environment for all teachers, students, and anyone else who comes into the school.
- Ensure Darwen Vale's culture for learning is to an exemplary standard, students learn the reasons why behaving in specific ways are conducive to learning, allowing teachers to deliver excellent lessons.
- Ensure that all members of the school community are shown courtesy and respect and show courtesy and respect for others.
- Encourage a positive approach to behaviour by always displaying the behaviour we wish to see from our students, and by praising and rewarding good behaviour.
- Ensure that when behaviour falls short of acceptable standards, procedures are followed, and sanctions are applied fairly and consistently.
- Ensure that all punitive sanctions are combined with a restorative approach that seeks to maintain and develop positive relationships between students and staff, and to support students in modifying their behaviour.
- All parents and carers to encourage their children to show respect and support the Academy's authority to discipline its students.

Aims of the Behaviour Policy

The key aims of this policy are:

- To have the highest expectations of student behaviour in order to ensure that all students make outstanding progress.
- To create an atmosphere where achievement is respected and valued by all.
- To provide a safe environment free from disruption, violence and any form of bullying.
- To establish good working relationships and encourage mutual respect amongst all members of the Academy.
- To provide an explicit framework for rewards and sanctions that is communicated clearly to staff and students and applied consistently across the Academy.
- To work with parents and students to encourage good behaviour and to establish good patterns of behaviour where there are difficulties.

The Darwen Vale High School 100% Code of Conduct

All DVHS students will...

- Wear their uniform with pride
- Be prepared for learning and have all my equipment, every lesson, and every day
- Communicate politely and respectfully to each other, staff, members of our local community and visitors to the school
- Make sensible choices and avoid risky behaviour, including appropriate use of social media apps
- Live the Academy Values of We Aim High, We Work Hard, We Care, We Are Vale
- Embody our Aldridge Attributes of, Passion, Problem Solving, Creativity, Risk Taking, Determination and Teamwork

Our **Student Code of Conduct** outlines our expectations for our students:

- In the community of DVHS
- In lessons
- In the local and wider community

In the **community of DVHS**, I will...

- Listen to members of staff and follow instructions politely and calmly, the first time I am asked
- Be courteous and polite to all staff, visitors, and fellow students I encounter and treat all people as I would wish to be treated myself
- Go straight to lessons, holding doors open for others on the way
- Walk sensibly, keeping to the left, without running or causing a disturbance
- Respect other people's privacy and family life so they are not offended by what I say or do
- Never insult, undermine, or use abusive language towards a member of staff, visitor or other student, be it in person or via social media
- Never rush, fight, play-fight or engage in any other form of physically inappropriate behaviour at anytime
- Never touch other people's property without their clear permission and always treat other people's belongings with respect

In **lessons** to help me achieve, I will...

- Stay focused and on-task at all times
- Give 100%
- Arrive within 3 minutes and be ready to learn
- Adhere to the teachers seating plan
- Follow all instructions from my teacher first time and without question
- Bring my planner and all other equipment necessary for school every day
- Enter the classroom silently, greet the teacher, take out my equipment and wait to be asked to sit down
- Complete the Do It Now task
- Show respect for my own learning and that of others by being silent when requested
- Be an active learner and participate fully in all activities
- Respect other people's responses and questions and learn from them by active listening
- Always record homework in my planner and complete homework on time and to the best of my ability
- Drink water when necessary

- Make sure I catch up with my learning when I am absent from school or behind in my work
- Help a classmate if they are finding the work difficult
- Ensure my uniform is correct on entering and exiting the classroom

To take pride in the **Academy's surroundings** I will....

- Help keep teaching rooms pleasant, clean and tidy for myself and others to work in
- Shut down PCs and any electrical items and not leave them on standby
- Never, ever drop litter and always pick up litter when I see it
- Never, ever indulge in graffiti
- Only eat in the Dining Hall, never in corridors, classrooms or outside
- Remember that energy drinks, fizzy drinks, chewing gum and other confectionary are banned from DVHS

Because I am an ambassador for DVHS both **inside and outside the Academy**, I will....

- Dress smartly in the correct school uniform at all times (including to and from school)
- Always go straight home at the end of the day, and never 'hang about' at the end of the day
- Care for my uniform by hanging it up as soon as I get home and keeping it clean and well pressed from day to day
- Have respect for our neighbours and be helpful and considerate in the local community
- Make my way to and from DVHS quickly and never congregate in large groups on local streets
- Be sensitive to members of the public we share our community with – on local streets, in shops, on buses etc. – and never shout or behave in a way that is anti-social to others

As a DVHS student I understand that there will be rewards if I follow the code of conduct and consequences if I do not. I understand that all my actions should reinforce my commitment to our core values of aiming high, working hard, and caring for others. All DVHS students believe, as Sir Rod Aldridge says,

“It is not where you come from in life, but where you get to that counts.”

100% Routines and Expectations

Travelling to and from school

As a member of the DVHS community we expect all staff and students to act as Ambassadors on their journey to and from the Academy. This means that all students will:

- Wear your uniform perfectly and with pride
- Be polite and courteous to our neighbours and the wider community including local shops
- Talk and will not shout
- Put litter into bins
- Respect the local environment and public property
- At the end of the day meet friends away from the Academy

Before arriving at school

- Eat breakfast, making use of the free breakfast facility at school.
- Make sure that all homework is complete.
- Pack their school bag with the following items:
 - Student planner
 - 2x black or blue writing pens
 - 2x green writing pens
 - Highlighter pens
 - 2x sharpened pencils
 - 1x rubber
 - 1x scientific calculator
 - 1x ruler
 - 1x mini whiteboard
 - 1x whiteboard pen
 - PE kit if required

Arriving at school

On arrival at DVHS all students will:

- Be on time at 8:40am and in their relevant line up for 8:45am
 - Year 7 – STEM Garden
 - Year 8 – STEM Garden
 - Year 9 – Amphitheatre
 - Year 10 – Amphitheatre
 - Year 11 – Peace Garden
- Be in full uniform and smartly presented (see separate uniform guidance for details)
- Have an appropriate haircut
- Expect to be sent home or sanctioned if not wearing the correct uniform or not equipped for learning
- Not having chewing gum on their person, or dispose of it in the bin upon entering school site
- Answer all questions in full sentences
- Not have any energy/fizzy drinks, sweets or chewing gum, as these are banned from the Academy

Transitions

Our core focus is learning and so we will ensure that all transitions to and from classes are calm and orderly. We expect all year groups to make smooth and efficient transitions between classes moving around our large building. Our primary rationale is that 'every second counts' in terms of teaching and learning. If just 10 minutes per day are saved through orderly transitions, we will gain over a week of learning time across the academic year.

Another equally important factor is the anxiety that noisy and unruly corridors can cause for the Academy community particularly now that our intake is full. When walking around the building DVHS students will:

- Follow instructions from any member of staff first time
- Move to lessons once your teacher has dismissed you
- Allow any member of staff or an adult to pass through a doorway before them
- Hold doors open for others
- Never run

- Walk on the left-hand side of the corridors and stairways
- Stay quiet and sensible on the corridors and never shout
- Maintain a quiet and orderly atmosphere

Entry to the classroom

At DVHS all students will follow the same entry routine to a classroom:

- Students will line up outside their classroom door
- The teacher will greet the students at the door
- Students will enter their classroom silently, move to their allocated seat and get their relevant equipment and books out
- Students will start to complete the Do It Now activity in silence whilst the teacher takes a register

During a lesson

- Stand up in silence whenever a visitor enters the classroom
- Put their hand up and wait for permission before asking or answering a question but also be mindful of our no hands up approach to questioning, this means the teacher will target students by name for most of the questioning in lessons
- Always speak in full sentences
- Track the speaker when either the teacher or a peer is speaking
- Celebrate the success of others
- Understand that it is better to try and fail than to not try at all
- Always give 100%

During break and lunchtime

- Use their break and lunch time effectively:
 - Drink some water
 - Go to the toilet
 - Meet with any members of staff to address concerns
 - Complete any work or revision that is required
- Say thank you to catering staff
- Only play ball games on the MUGA and 3G Pitch
- Follow all school rules to maintain a calm and pleasant environment for all
- Do not gather in large groups
- Never engage in violent or aggressive behaviour
- Do not wear any outdoor clothing in the building at any time during break and lunchtime

At the end of the school day

At DVHS all students will follow the same exit routine at the end of the school day:

- 5 minutes before the end of the day P5/P6 teachers will begin the exit routine
- Students will track the teacher giving 100% and in silence
- Student pack away their equipment in silence and remain in their seats
- The teacher will read out the list of students who have an after-school detention and shout out and celebrate students who have achieved a high amount of House Points
- Students who do not have a detention will be asked to stand up behind their chair and leave school via the closest exit

- Students who have a detention will be escorted to the main hall by their teacher
- Students who walk away from their teacher escorting them to detention will receive an escalation
- If getting public transport, wait quietly at the bus stop
- Get onto the bus one student at a time
- Give up their seat to a member of the public
- Talk quietly and never shout
- Go straight home and do not congregate in large groups
- Not be in local parks or playing fields in school uniform
- Always remember they are representing DVHS

Mobile Phones

Mobile phones are not permitted at DVHS. Should a mobile phone be seen or heard within the Academy it will be immediately confiscated by a member of staff. The phone will be placed in the pastoral office and a -3 30-minute detention will be set. The mobile phone will be returned after the detention has been successfully sat. If there is 3 incidents or more in a half term, the mobile phone will be confiscated and a parent will be expected to collect the phone at a pre-arranged time.

If a student fails to hand over a mobile phone, the student will be placed in Internal Seclusion until this occurs and the confiscation process can begin.

For more information, please see our Mobile Phones Policy.

Staircases and Corridors

All students should use the dedicated staircases for moving up and down between teaching floors. During the transition between lessons, students should make their way directly to the appropriate staircase to ensure they arrive to their lesson within 3 minutes. Students must walk on the left-hand side of the corridor and never congregate in large groups.

The following are examples of inappropriate stairwell and corridor behaviours, which will result in a -3 30-minute detention being issued (this list is neither exhaustive nor definitive).

- *Travelling in the wrong direction on a staircase*
- *Sliding down a stairwell banister or causing a deliberate obstruction to general student movement*
- *Being on a corridor without a note in your planner during lesson time*
- *Running up or down the staircase or jumping multiple steps / running in the corridor*
- *Pushing, hitting, or tripping over other students or any other behaviour which could cause harm*
- *Screaming or shouting in the corridor or stairwell*
- *Throwing objects between floors; including bags, uniform, or sports equipment*

Social Spaces

It is important that students have dedicated time to relax and socialise with their peers at break and lunch times. It is also paramount that all students can enjoy the facilities and feel safe and secure in these environments. The Academy has dedicated spaces for use during these times, including playground, dining hall, sports hall, MUGA, and 3G pitch. It is essential that use of these areas is

sensible and staff supervising these areas will issue the appropriate sanction should student behaviour fall below expectations. This includes queuing sensibly for food in the dining hall.

Policy around student movement, use of staircases and social spaces may be subject to change as a result of Covid health and safety precautions. The Academy will communicate expectations at the earliest opportunity to students and staff.

Physical Contact

The Academy operates a no physical contact rule; this includes aggressive and non-aggressive physical contact. This rule must be managed and enforced in a measured way. It is made clear to all students that physical contact of any nature will not be tolerated. Incidents of physical contact will be dealt with by immediate sanction (-3 30-minute detention), logged on Bromcom and parents will be informed, if the relevant Head of Year decides it is necessary.

DVHS will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour. It is highly likely that any student involved in an incident of physical aggression, whether provoked or otherwise, will face exclusion, as deemed appropriate by the Principal.

We recognise that 'play-fighting' during social times is often the catalyst for more serious incidents. Physical aggression, even towards friends, can result in injury and cause harm and distress to others. Incidents of 'play-fighting' contradict our no physical contact rule and is sanctioned accordingly by a - 6 SLT 60-minute detention.

A final point to make is that physical contact can be unwelcome and can lead to behaviour that could constitute child on child or sexual harassment. This is a major educational focus in recent years, e.g., under the new Ofsted Framework. This is further reason we believe our policy is the right thing for students overall.

Student Planners

The student planner is the most important school item a DVHS student owns. It is the communication link between school and home and ensures the student is able to organise their work and commitments. Students should have their planner every day. If a student does not have their planner, they will be issued with an immediate -3 30-minute detention for lack of equipment.

This will repeat until rectified. Therefore, a replacement planner must be bought immediately if lost. These will be available from student services. Planners are expected to be on the desk during every lesson and will be checked during form time. Parents should check and sign their child's planner weekly. Failure to upkeep or use your planner effectively will result in a sanction being issued.

Implementation

At Darwen Vale High School we reward and recognise our students. Positive behaviour will be rewarded through earning House Points. Our houses are, Curie, Holmes, Shakespeare, and Turing.

Examples of the kinds of behaviours which will be rewarded and celebrated are:

- **Students attitudes to learning** including students' approach to classwork and classroom communication. Students can earn +1, +3 or +6 for demonstrating these behaviours.

- **Students attitudes towards independent study** approach to independent study and response towards feedback. Students can earn +1, +3 or +6 for demonstrating these behaviours.
- **Students respect for the Academy and wider community.** Students can earn +3 for demonstration this behaviour.
- **Entering weekly House Competitions.** Students will earn +1 house points for entering, +3 for applying our Aldridge Attributes in their entry and +10 for winning competitions.

Where students go above and beyond in demonstrating and embodying the Aldridge Entrepreneurial Attributes of CREATIVITY, TEAMWORK, PASSION, RISK TAKING, PROBLEM SOLVING, DETERMINATION they will be rewarded with a Golden Ticket for an item of free break food, and be awarded +10 where this happened parents/carers will be notified, and the student will be entered into an end of term prize draw.

Form tutors will keep track of individual house points as well as those awarded to the whole tutor group and House. Earning House Points enables students to access rewards at the end of term.

Students' House point's totals will be shared with parents and carers at the end of each half term and can be accessed daily through MCAS to enable positive conversations and clear target setting. At the end of each term the House with the highest net points will get to enjoy a House Spirit Day, as well as the House with the highest cumulative points at the end of an Academic Year winning the House Cup.

Earning Positive House Points

Area	Points Added	Examples
100 Things to Achieve at Vale	+1	<ul style="list-style-type: none"> • Completes any of the 100 things to achieve at Vale (see student planner)
Attitude to Learning	+1	<ul style="list-style-type: none"> • On time and on task • Communicates in an appropriate manner asking questions/answering questions • Reads teacher feedback, uses their green pen to improve their work • Completes the stretch task • Reads for the class
	+3	<ul style="list-style-type: none"> • Reads for the class with meaning and enthusiasm • Actively listens and challenges or supports other students' ideas in class discussion • Shares extended impressive ideas during class discussions • Effective group/partner work • Uses their best vocabulary • Produces their best work meeting all of the success criteria provided • Records their WWW and EBI and tracks this over time to improve • Completes all set tasks for independent study/homework. • Engages with/presents homework to a high standard, just as they would with classwork. • Reads teacher and peer feedback. Uses their green pen/text to improve their work. • Completes high quality revision ahead of assessments
	+6	<ul style="list-style-type: none"> • Seek an opportunity to lead • Shares and listens in a leadership role • Produces an impressive piece of work that demonstrates progress • Uses strategies (looking at previous work, independent learning) to overcome challenges
Community	+3	<ul style="list-style-type: none"> • Picking up litter • Offering to help a staff member/peer • Adding to a school display • Assisting members of the public on a school trip
	+6	<ul style="list-style-type: none"> • Raising money for charity

		<ul style="list-style-type: none"> Volunteering to attend a school event such as open evening Representing school in sporting fixtures/showcases
GOLDEN TICKETS		
Creativity	+10	Exemplary creative work is shown under the visualiser as a model
Teamwork	+10	Working collaboratively with other students showing leadership
Passion	+10	Captained a school sports team to success
Risk taking	+10	Trying out a new extracurricular activity
Problem solving	+10	Working through tasks with resilience and designing solutions
Determination	+10	Demonstrating resilience in an assessment preparing through revision
At the end of each half term there will be a golden ticket draw for each year group with one student being awarded a special prize.		
HOUSE COMPETITIONS		
House competition	+3	Entering a house competition
	+6	Showing the Aldridge Attributes in your entry
	+10	Winning a house competition
ATTENDANCE		
100% attendance	+3	100% attendance all week
	+6	100% attendance throughout a half term
	+10	100% attendance throughout whole academic year
KS4 RAISING ATTAINMENT		
Attended Intervention	+6	<ul style="list-style-type: none"> Attended Saturday school Attended holiday revision sessions Attended departmental after school revision
Extended Learning	+6	<ul style="list-style-type: none"> Completes above and beyond revision ahead of assessments/mocks Produces a comprehensive revision timetable Makes progress as a result of extended learning

Commendation Certificates and Letters

Half Termly Commendation	
Commendation received	Net points total
Principal Letter	Top 5 in each year. Letter sent by Royal Mail; students also receive an invitation to attend the Principals Breakfast. Plus, names read out in assembly
Vice Principal Letter	Next 5 in each Year group (Top 6-10) sent by Royal Mail. Plus, names read out in assembly
Assistant Principal Certificate	Next 10 (11-20 in each year), certificate given to the students in assembly
Head of Year Certificate	Next 20 (21-40 in each year), certificate given to the students in assembly
Form Tutors Certificate	Top 10 in each tutor, certificate given to the students in assembly

Rewards

As well as commendation letters and certificates students are rewarded by being given the opportunity to attend rewards trips at the end of each term. Examples of rewards trips include, the cinema, ice skating, Blackpool Pleasure Beach, and Alton Towers. The dates for each of the rewards trips this academic year are below:

- Autumn 2 – Morning only
- Spring 2 – Afternoon only
- Summer 2 – Whole day

Students' invitation to attend and opportunity to pay using School Comms for the rewards trips will be based on their total house points and attendance, and then on a first come, first served basis.

- Gold – Top 30 in each year group and attendance at 95% or above – Exclusive access to trips 5 days in advance of bronze and silver students
- Silver – Next 30 in each year group and attendance at 95% or above – Access to trips 5 school days after gold students and 3 days in advance of bronze students
- Bronze – Remaining students in each year group – Able to access trips 8 school days after gold and silver students

At the end of each term there will be a full rewards assembly. At these end of term assembly's students will be awarded their Darwen Vale Achievement pins to wear on the lapel of their blazer. Students will also be entered into prize draws to win gift vouchers of their choice including Amazon and Just Eat.

- Bronze pin – 150 house points and an attendance of 95% or above
- Silver pin – 300 house points and an attendance of 95% or above
- Gold pin – 500 house points and an attendance of 95% or above

House Competitions

Students at Darwen Vale will each belong to a house either Curie, Holmes, Shakespeare, or Turing. Students will earn positive points and lose negative points for their house. At the end of each Academic Year the House with the highest cumulative total is awarded the House Cup.

As well as students being awarded house points in lessons, and in the community, students can enter weekly house competitions.

- +3 for entering a House Competition
- +6 for best effort shown in a House Competition
- +10 for winning a House Competition

Positions of Responsibility

Giving students positions of responsibility is an important way of rewarding hard work and good effort. Our student leadership positions will evolve organically, as the needs of the Academy change.

The appointed Head Boy and Head Girl lead a team of deputies, senior prefects, and prefects, all of whom are part of the Year 11 year group. The Student Council consists of a chairperson, who will lead a team, including a Vice Chairperson and student councillors, made up of students from all Key Stages.

In addition to the student positions of responsibility stated above, the following roles will support the smooth running of the Academy and specific events, including:

- Form representatives
- Student librarians
- Student technicians
- Anti-Bullying ambassadors
- Performing and Creative Arts ambassadors
- House captains and House Sports captains

Adjustments to our reward system and the timing and nature of awards will emerge and develop. We will always be responsive to the achievements and efforts of our students and recognise the positive reinforcement of praise. Our belief in our values of aiming high, working hard and caring for others is the foundation of all the work that we do with our students at DVHS.

Detentions

Detention is one of the sanctions schools can use in cases of misbehaviour. Section 5 of the Education Act 1997 gives school's authority to detain students after the end of a school session on disciplinary grounds. This section of the policy details the legal position for schools as laid down in the 2011 Education Act: The Education Act 2011 removes the legal requirement to give parents 24 hours' notice before detaining students after school. The Act confirms school's powers to use detentions by making it lawful for schools to put students aged under 18 in detention without parental consent at a variety of times outside school hours. Other legal requirements regarding detentions remain unchanged and this is confirmed in the most recent (July 2022) Behaviour in Schools guidance from the Department for Education.

Whilst no longer statutory, the Academy will endeavour to give parents notice in most cases. This is intended to inform parents of where their child is expected to be, and to allow parents an opportunity to make alternative arrangements regarding the child. Although legally the Academy does not have to give notice, where long detentions after school are given, the Academy will endeavour to notify parents/guardians via the My Child At School (MCAS) app, and therefore it is imperative that all parents are familiar with the MCAS app and desktop site.

Our behaviour system is based on respect and safety for all. If we allow this culture to be breached, then we will undermine the civil liberties of our students and staff: they are all entitled to feel safe and respected at school. The protection, comfort, and security of all members of our community is paramount. We will, through careful transition, extensive SEN support and consistently excellent teaching do our very best to support students who find it hard to behave. We will also have fair and transparent systems for dealing with disruptive behaviour that interferes with the efficient education of our wider student body. We keep all behaviour systems under review and from time to time will make refinements, which will be communicated to all staff, parents, and students.

The two types of detention a student will be sanctioned with are as follows:

- -3 30-minute detention – daily – 3:00-3:30pm (3:45-4:15pm if in P6)
- -6 SLT 60-minute detention – Wednesday and Friday – 3:00-4:00pm

If a student fails to attend any of the above detentions, or walks away from the member of staff who is escorting them to detention this will be escalated as follows:

- -3 30-minute detention – escalated to -6 SLT 60-minute detention
- -6 SLT 60-minute detention – escalated to 1 day in the Internal Seclusion room

Sanctions Process in the Classroom

A student who demonstrates off-task behaviour, despite the teacher implementing behaviour strategies and providing clear instructions, will be issued with a verbal reminder. A second step (-1) will be issued, should the student demonstrate further off-task behaviour. This -1 is recorded on the students' behaviour record, however no sanction is issued up to this point. A sanction of a -3 (30-minute detention) will be applied, should they continue to demonstrate off-task behaviour following the -1.

All behaviour steps will be recorded on the whiteboard. This means any judgement related to behaviour is transparent to both the teacher, support staff, and student. Any step or sanction issued will be communicated to the student. This can be discreetly or openly depending on what the teacher feels is appropriate. If a student is given a -3 30-minute detention, a notification through MCAS will be generated to the parent/guardian. A member of staff will endeavour to inform the parent/carer of the reason for the detention via phone or email, where appropriate.

Examples of off-task behaviour include (this list is neither exhaustive nor definitive);

- *Turning around to distract others*
- *Talking when the teacher is talking*
- *Not starting work despite prompts and instructions*
- *Making noises to distract others, including repeated tapping, and calling out*
- *Asking inappropriate questions to disrupt the pace of the lesson*
- *Throwing objects in the class, e.g., throwing stationary*
- *Swinging on your chair, despite warnings*
- *Getting out of your seat without permission*
- *Refusing to sit in the allocated seat or to work with specific students or support workers*
- *Refusing to follow a simple instruction given by teaching staff at the first time of asking, but adhering afterwards*

A relocation occurs when a student has been issued with a -6 SLT 60-minute detention and their off-task behaviour persists. In this instance the student will be removed from the classroom from a Patrol member of staff and relocated to another learning space, this may include the Internal Seclusion room. A relocation will result in a -6 SLT 60-minute detention on Wednesday or Friday (which ever day is earliest).

Relocation from the classroom is designed to ensure the lesson can continue uninterrupted and students are all made to feel safe and secure with classrooms remaining calm and orderly. As per the most recent (July 2022) guidance from the DfE on behaviour in schools:

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

If a student has been removed from the classroom via a -6 SLT 60-minute detention and Patrol requested you will be notified via the MCAS app or desktop site.

In response to low level disruption	Points deducted	Teacher Action	Detention Type & Time
Verbal Reminder (noted on the clip board)		<ul style="list-style-type: none"> • Teacher makes it clear to the student the reason for the reminder. E.g. "Emily this is your verbal reminder for talking while other people are speaking, that is your verbal reminder." 	NA
-1 (noted on the clip board)	-1	<ul style="list-style-type: none"> • Teacher strategies implemented; the teacher makes the consequences of the behaviour clear. 	NA

		<ul style="list-style-type: none"> Consequences can include, moving the student's seat. 	
-3 (noted on the clip board)	-3	<ul style="list-style-type: none"> Teacher strategies implemented as above. Student maybe moved to a focus table. The teacher will set and record on Bromcom a 30 minutes detention where a restorative conversation with teacher takes place wherever possible. The reason for the -3 will be inputted as a comment on the My Child At School app. 	<ul style="list-style-type: none"> -3 Detention 3 House Points removed Same day (next day if P5/P6) 30 minutes Expectation that RJ with teacher takes place at the detention
Patrol requested	-6	<ul style="list-style-type: none"> Teacher requests for patrol to come to the classroom via Bromcom where the incident is recorded. An SLT detention is logged. When the staff member 'Patrol' arrives, the student will be taken to the allocated departmental buddy room/internal seclusion dependant on severity with their work. Teacher calls home 	<ul style="list-style-type: none"> Patrol requested -6 SLT Detention 6 House Points removed Wednesday and Friday (same day or next available) 60 minutes Expectation that RJ with teacher takes place at the detention

Sanctions Process in the Community

At Darwen Vale High School we are striving for excellence within our community. Outside of classroom lessons, the community is defined as, the area in which the Academy is located, travelling to and from school, before school, transitioning between lessons, break time, lunch time and after school.

House Points Removed	EXAMPLE	Teacher Action Detention Type & Time
-3 Expectations	<ul style="list-style-type: none"> Insufficient homework Lack of equipment Late to Academy Late to lesson (longer than 3 minutes after the bell) No homework No PE kit Unauthorised use of mobile phone Uniform infringement 	<ul style="list-style-type: none"> 3 House points removed 30 minutes Expectations detention same day (next day if P5/P6)
-3	<ul style="list-style-type: none"> Poor quality classwork Swearing at a peer Refusal to follow instructions during transition/break/lunch Poor behaviour during transition/break/lunch 	<ul style="list-style-type: none"> 3 House points removed 30 minute detention same day (next day if P5/P6)
-6	<ul style="list-style-type: none"> Verbal intimidation towards another student Threatened violence towards another student Verbal intimidation towards an adult Swearing at an adult Lesson truancy Incorrect use of school internet (Smoothwall) Verbal bullying Walking away from a member of staff escorting a student to -3 detention 	<ul style="list-style-type: none"> 6 House Points removed -6 SLT Detention Wednesday and Friday (same day or next available) 60 minutes Expectation that RJ with teacher/peer takes place at the detention. Phone call home where possible

<p>-10</p>	<ul style="list-style-type: none"> • Walking away from a member of staff escorting a student to a -6 SLT detention • Aggressive behaviour towards another student • Threatened violence towards an adult • Aggressive behaviour towards an adult • Stealing school property • Sexual harassment • Sexual graffiti • Sexual bullying • Lewd behaviour • Violent behaviour towards an adult* • Obstruction/jostling towards an adult • Violent behaviour towards another student* • Obstruction/jostling towards another student • Fighting with another student* • Setting off the fire alarm • Persistent violation of school rules • Persistent challenging behaviour • Sharing of inappropriate images of an adult or a student* • Organising or facilitating criminal behaviour using social media* • Smoking or vaping on school site or within the community • Vandalism to school site • Graffiti to school property • Damage to school property • Damage to someone else's property • Arson* • Racist bullying • Physical bullying • Homophobic bullying • Disability bullying • Cyber bullying 	<ul style="list-style-type: none"> • 10 House Points removed • Internal Exclusion/Off-site Exclusion the following day or at time of incident • Phone call home <p>*Examples marked with an asterisk (*) following investigation could lead to a more severe sanction of a suspension</p>
<p>-20</p>	<ul style="list-style-type: none"> • Stealing personal property from an adult or student • Stealing on a school trip • Stealing and dealing in stolen property • Sexual assault • Sexual abuse • Wounding an adult • Fighting an adult • Wounding another student • Use of an offensive weapon • Carrying or bringing an offensive weapon onto school site • Under the influence of drugs/alcohol • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing • Alcohol possession • Alcohol distribution 	<ul style="list-style-type: none"> • These behaviours seen or reported in school, or outside the school whilst wearing school uniform or via use of technology, will result in a suspension from school (fixed term exclusion) or permanent exclusion

Stages of Support System

Where a student repeatedly fails to meet academy's expectations of behaviour they will be placed on a stage of support.

They will be set targets and receive additional support from the person they report to, who will monitor the students' progress towards meeting their targets and help the student to correct their

behaviour. If the student is successful, they will either move down through the stages of support or come off the stage of support completely. All reports are electronic through Bromcom.

Support type	On Report To	Reason for Report	Expectations	Possible interventions
Form Tutor	Form Tutor	Total house points below -50	<ul style="list-style-type: none"> • Parent meeting • Tutor learning walks lessons where student is having trouble • Tutor facilitates RJ's where necessary 	<ul style="list-style-type: none"> • Peer mentor • Enrichment sign up
Head of Year	Head of Year	Total house points below -100	<ul style="list-style-type: none"> • Parent meeting • Feedback from teachers via MS Form • HoY learning walks lessons where student is having trouble 	<ul style="list-style-type: none"> • Enrichment sign up • Behaviour mentor • Homework club • Referral to SENDCo for assessment
Assistant Principal	Mr Bradley – Y7 Miss Bridges – Y8 Miss Hayes – Y9 Mrs Marsland – Y10 Mrs Cull – Y11	Total house points below -150 Returning from a suspension (Fixed Term Exclusion)	<ul style="list-style-type: none"> • Parent meeting with Miss Bridges and HoY • AP learning walks lessons where student is having trouble • Governors' behaviour panel 	<ul style="list-style-type: none"> • Behaviour mentor • Blackburn Youth Zone • In school counsellor • Endeavour referral
Vice Principal	Mr Venables – KS3 Mrs Cull – KS4	Total house points below -200	<ul style="list-style-type: none"> • Meeting with the VP, AP and HoY • VP learning walks lessons where student is having trouble • Governors' behaviour panel 	<ul style="list-style-type: none"> • Behaviour mentor • ELCAS referral • Endeavour referral • ESBA referral
Pastoral Support Plan (PSP)	Miss Bridges – AP Mrs Pollitt - SENDCo	Total house points below -250	<ul style="list-style-type: none"> • Meeting with AP, SENDCo, HoY and Principal • Governors' behaviour panel 	<ul style="list-style-type: none"> • BWD Inclusion support • Behaviour mentor • In school counsellor • Reduced timetable • ELCAS referral • Endeavour referral • ESBA referral • External alternative provision (St Thomas', The Heights, Studio) referral

Student's report targets are directly related to the reasons for the decline in points and or the behaviours that lead to them being on report. A student will remain on report until their points total is above the threshold for that report.

A Pastoral Support Plan will entail setting a minimum of 3 SMART targets for the student to achieve and details of the monitoring and support that will be put in place. Review date will also be decided and how this will be fed back to parents.

All sanctions must be logged onto Bromcom to ensure that behaviour can be effectively tracked. All relevant information must be inputted onto the behaviour record to ensure that any additional follow up or support is effective.

Where a student is at risk of Permanent Exclusion, we utilise a range of alternative measures to try to prevent this, including Managed Moves within the Aldridge Network and at other local schools, and temporarily placing students in the School Within A School provision (Endeavour).

Seclusion: Internal and off-site

Seclusion is a behaviour intervention strategy which can be used as an alternative to Suspension (Fixed Term Exclusion), at the discretion of the Principal and on recommendation from senior staff. If a student commits an offence which results in a -10 or does not attend a -6 SLT 60-minute detention, they will automatically be placed in Internal/Off-site Seclusion.

The number of days spent in Seclusion will be determined by the severity of the incident. A student's previous behaviour will also be considered when determining the severity of the sanction imposed. Parents will be notified by phone and a letter will be sent via email.

The Seclusion may be internal in our on-site seclusion unit, or external at an off-site seclusion unit at one of the below schools in which we work in partnership with:

- Darwen Aldridge Community Academy
- Blackburn Central High School
- Our Lady & St John Catholic College

As part of their Seclusion, students will be expected to complete work set. Failure to complete the work set is likely to result in further sanctions.

Internal Seclusion Student Expectations

- Students do not talk in Seclusion, unless addressed by a member of staff
- Toilet breaks cannot occur during changeover periods and cannot be excessive
- Food for lunch will be collected and sent to Seclusion
- Students must complete the work set – which will be checked by the Seclusion Manager
- Students will not be allowed to leave the Seclusion room to collect work or give work to a teacher, unless at the request of a teacher in advance
- Students must never argue with the Seclusion Manager or staff on duty about the reasons for their relocation – as this will lead to more severe consequences, such as extended Seclusion or suspension
- Students must complete a full day (5 lessons) starting from time of entry to the Seclusion
- A restorative conversation will be held between relevant persons where appropriate
- Students must only access appropriate learning platforms whilst using a laptop

Internal Seclusion operates a pass/fail system:

Pass: Student meets all expectations and returns to lessons on completion of a full day.

Fail: Student failed to meet expectations on more than one occasion. Student to repeat sanction.

Decisions around passing and failing will be the responsibility of the Seclusion Manager and SLT and will take into consideration the SEN and individual learning profile of the student.

Suspensions (Fixed Term Exclusions)

A student will face a Suspension (previously names Fixed Term Exclusion) exclusion following a serious breach of the Academy behaviour policy or evidence of repeatedly failing to comply with expectations. If a student commits an offence which has resulted in a -10 or a -20 this will be investigated, and a Suspension or Permanent Exclusion will be the sanction.

Suspensions can be sanctioned the Principal only. The number of days will be determined by the severity of the incident. A student's previous behaviour will also be considered when determining the severity of the sanction imposed. Parents will be notified by phone and a letter will be sent via email.

As part of their suspension, students will be expected to complete work set. Students on Suspension will be sent home with appropriate work or directed to appropriate work online. This work should be returned to their Head of Year upon return to the Academy. Failure to complete the work set is likely to result in further sanctions.

FTE Expectations

- Parents will be notified by phone and by letter. If they are not contactable by phone after repeated attempts, parents will be notified via the student and letter.
- Work will be sent with the student, posted home or if set online these instructions will be discussed with the parent. Students are expected to complete all of the work set.
- The student is not permitted on the Academy site or immediate area around the Academy.
- The student must have a reintegration meeting with their parent/guardian, Head of Year and an SLT member. If a guardian/parent fails to attend meeting the student may be placed in Internal Seclusion until this can occur.
- The student may be put on a behaviour report following their reintegration.

For more information on Exclusions including Permanent Exclusions, please see our Exclusions Policy.

Wider Community

DVHS serves a vibrant, diverse, and ambitious community of students and parents. It is also a very close community. In any secondary school it is true that the behaviour of students towards each other and members of the wider community outside of school is as relevant to the welfare and safety of students inside the building. In a community school such as DVHS, the behaviour and interaction of students outside of school is particularly relevant to the day-to-day management of the Academy.

As such, any student who breaks the code of conduct outside of school will face the same consequences as if they were in school, irrespective of whether they are wearing school uniform. An example is that behaviour at the bus stop or on the journey to and from the Academy is bound by the same rules as if in the Academy grounds. Also, any defiance or rudeness towards staff outside of school will be treated the same. This may also include actions which take place over the weekend or during the school holidays.

For instances outside school, exclusion can be considered if the Academy considers the incident to be damaging to the Academy reputation or of an extreme or dangerous nature that risks the safety and welfare of students and staff. In event of a suspension of longer than five days or permanent exclusion the family can, if they consider the decision unfair, make representations to the governing body. This is consistent with the DfE 2014 statutory and non-statutory guidance for schools which states that incidents outside school (including those where a student is not in uniform) can be considered grounds for exclusion when safety / welfare is put at risk, or the Academy is brought into serious disrepute.

Social Media

The Academy recognises the benefits and opportunities that social media platforms can offer. Most platforms have an age restriction, and it is expected that students do not access sites where they do not meet the criteria. We appreciate that such platforms will be widely used by our students and can offer a positive means of communication between friends and family. However, social media platforms can be inappropriately used as a means of expressing negative or offensive views about peers, staff or the academy itself.

Students are educated around their use of social media through our Vale Values programme, assemblies and computer science lessons; therefore, the academy will apply appropriate sanctions to those students who contravene our expectations, including suspension and permanent exclusion. Parents are expected to monitor their child's usage of social media to ensure they are using it appropriately. The academy will request confiscation of devices, should a student be subject to repeated misuse investigations.

Social media contraventions include *(this list is neither exhaustive nor definitive)*.

- *Sharing sensitive information about yourself or regarding another student without their consent*
- *Behaviour which is considered mean, unkind, or bullying in nature*
- *Expressing a view regarding the academy which brings the academy reputation into disrepute*
- *Use of an image to cause harm or offense towards an individual or group of people*
- *Sharing an inappropriate or offensive post (words or image)*
- *Creating or sharing media which is considered sexually explicit*
- *Encouraging an individual to create or share media which is considered inappropriate*
- *Sharing any form of media which includes offensive weapons, drugs or alcohol*
- *Being in a group (including Whatsapp or Telegram) of more than 5 people, set up with malicious intent, or forcefully adding students into groups without their consent*

Malicious Allegations

All members of staff are expected to treat students with appropriate respect, as outlined in the DVHS Staff Handbook, and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the BWD safeguarding teams where appropriate.

Where an investigation concludes that the allegation was, on the 'balance of probabilities', malicious in nature, a decision will be taken by the Principal about what further action may be appropriate. Exclusion may be considered where it is felt appropriate, and the member of staff's reputation has been tarnished or they have suffered in the process.

Equality

The Academy is committed to encouraging equality, diversity and inclusion among our staff and students. The DVHS community should be free from discrimination and any demonstration of such behaviour will be subject to sanction, following investigation. Students should be aware that their language and actions should be consistent, as outlined in this policy, regardless of a staff members gender, age, ethnicity, religion, or any other personal characteristic.

Anti-bullying Policy

Our vision makes clear the entitlement of all in the Academy to be equally valued and respected and the responsibility of all to show understanding and respect for others. In light of this, bullying in any form has no place in DVHS and will not be tolerated. The Academy takes active measures to ensure bullying does not occur and deals with such incidents in line with the behaviour policy. Further details can be found in the Anti-Bullying Policy.

Persistent Poor Behaviour

We expect that our strong school culture, consistently excellent teaching and clear behaviour systems will ensure that the overwhelming majority of students behave well and achieve great things at DVHS. Where poor behaviour is exhibited, we expect it to be dealt with effectively and improvement to occur. Our transition programme, mentoring provision and SEN arrangements will allow us to pre-empt behaviour issues by putting in place careful support in advance.

However, we must prepare for the eventuality that a DVHS student repeatedly misbehaves despite extensive support and intervention or demonstrates behaviour that jeopardises the safety of others.

Where instances of persistent and repeated poor behaviour occur a cumulative response will be used by the Academy. In order to discourage persistent re-offence, we operate a system of escalated responses to poor behaviour over time. The more negative behaviour reports logged on a student's file the more serious the sanction / intervention. As a last resort, or in extremely serious cases, permanent exclusion would be considered.

To make this process transparent a negative behaviour event carries a number of negative house point deductions (detailed in the tables above). Running in parallel to the escalated responses and the accumulation of negative house points, there are a range of therapies, interventions and personalised support services to help a student who is persistently breaking the rules to improve their behaviour. These include:

- *Student Support lunch-time club and Student Support HW Club*
- *Dedicated SENd team*
- *One-to-one behaviour mentoring through the Behaviour Mentoring team*
- *Use of peer-mentors*
- *A Pastoral Improvement Plan (PSP) co-created by the Academy, the student and their parents*
- *Reports: Behaviour (FT, HoY, AP, VP), HW report and punctuality report*
- *Referrals to Early Help (Part of BWD Social Services)*
- *In class support through learning support assistants, keyworkers, or co-teachers*
- *Referrals to ELCAS (CAHMS)*
- *Reduced timetable and time-out cards*
- *Nurture groups, with deliberately small class sizes and additional teaching staff*
- *Endeavour (SWS) intervention placement*
- *Referrals to external alternative provision*

These strategies are continuously reviewed and refined as we learn what works best for our students.

SEN Behaviour Management

As an inclusive school, the Academy has learners with a variety of learning profiles. As a result, the Academy has a diverse range of staff tasked with supporting such learners to meet expectations and reach their potential.

Students with identified learning needs which directly impact their behaviour and ability to meet specific expectations, may be subject to modified or individualised sanctions. Such decisions will be made by SLT in collaboration with the SENCO, as required. Should any specific changes be implemented, this will be discussed and communicated with the student, parents, and appropriate staff.

Alternative Provision

Students who have received a high number of negative house points and/or have gone through the Pastoral Support Plan (PSP) process will be considered for a temporary alternative provision placement for a fixed period (typically 4-6 weeks). On rare occasions this may be made a permanent placement.

The Academy may also decide it is necessary for a student to attend the alternative provision following an isolated serious incident or where an extended investigation period is foreseen. Attendance at an alternative provision will entail a number of steps including an interview with the alternative provision centre and agreement to targets expected to be worked upon to resolve the issues raised. Students attending alternative provisions will follow the curriculum offered at the specified centre. In addition, some specific work may be sent by the Academy, particularly assessments and work for KS4 students. Students will be supported by weekly contact with an allocated learning mentor and weekly contact made with parents by the centre. A final report against the student targets will be reviewed by the Assistant Principal and a reintegration meeting set with parents/carers to plan for a successful return to the Academy. A negative report may lead to further formal sanctions.

DVHS is fortunate enough to have our own internal alternative provision, Endeavour (School Within a School). DVHS has established a strong working relationship with external alternative provision such as St Thomas's and The Heights, to ensure the best possible provision can be provided for those students finding their mainstream curriculum difficult.

Student progress is monitored and reviewed weekly, whilst their subject teachers are also kept up to date. It is expected that students should make significant progress whilst on the placement before reintegration is considered.

For further information please see the Endeavour Behaviour Policy.

Drugs Education Policy

The Academy understands the importance of providing students with a clear understanding of the dangers of drugs and the implications of drugs misuse. Our drugs education programme is mainly delivered via our compulsory Vale Values PSHE curriculum. Both educationally and pastorally it is our duty to enable students to make informed choices and receive support where appropriate. Further details around drugs education can be found on the Vale Values curriculum page on our website.

Incident Investigations

It should be noted that unlike the police, the Academy does not need to prove beyond reasonable doubt that a student is responsible for a specific action. Instead, it is the Academy's responsibility to determine on the balance of probability and based on witness testimony, which student(s) should be held accountable for the incident which occurred.

Those alleged to have been a part of an incident, victim and alleged perpetrator(s), will be asked to complete a formal written statement. Following these statements, witnesses will be identified who will be required to complete witness statements. Failure to complete a written statement and give their version of events, may hinder the outcome for that specific student. The use of CCTV will be used where possible to support the investigation process. The Academy is under no obligation to share CCTV images or video with students or parents/carers. It is the Academy's right to refuse to share this evidence, particularly where it may contravene data protection or safeguarding protocols.

Students are likely to be held in Internal Seclusion or alternative isolated spaces, until the incident investigation has been concluded. Parents will be notified at the earliest convenience once the staff member dealing with the incident is satisfied, they have a sound understanding of what transpired. This contact will also be used to inform the parents of any sanctions being imposed. Any incident which would be considered breaking the law is likely to be referred to our School Liaison Police Officer. Following presentation of the findings, they may deem it necessary to speak to both the parents and students. This will be communicated to the parent prior to any interview and an appropriate adult will be present. The Academy is under no obligation to await the outcome of a police investigation before applying the behaviour sanctions outlined in this policy, up to and including Permanent Exclusion.

Dealing with Knives and Offensive Weapons

It is illegal to carry knives or other offensive weapons both outside of the Academy or in and around Academy premises. The Governing Body at DVHS recognises that the presence of weapons, or items which could potentially be used as offensive weapons, would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the Academy. Accordingly, it is Academy policy to forbid the possession, custody, and use of weapons by unauthorised persons in the Academy or wider community and during school activities.

These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at the Academy or is required by the Academy for the purposes of teaching and learning, as necessary, for the delivery of the curriculum (for example in design technology). Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy a "weapon" is:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun.
- Knives, including all variations of bladed object, i.e., pocket knives, craft knives, scissors etc.;
- Explosives, including fireworks, aerosol sprays, lighters, and matches.
- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use (i.e., the purpose of keeping or carrying the object is for use, or threat of use, as a weapon).

Any student found to be in breach of the policy shall be subject to action under DVHS's Behaviour Policy.

The permanent exclusion of any student in possession of an implement which the Academy believes is intended for use as a weapon is most likely, although the Principal maintains the right to make the final decision. This will include incidents taking place outside of the Academy where the safety and welfare of students is directly put at risk, or the reputation of the school called into disrepute.

Under most circumstances, both the Police and the School's Safeguarding Officer should be informed of any incident believed to involve a weapon. However, where, in the judgement of the staff, the circumstances are *wholly innocent* and there is *no* suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

When contacting the Police, the Academy should give their evaluation of the seriousness of the incident, (i.e., in progress, threat to life, or down to weapon, secure for collection only) to help the police to make their own judgement on the nature and immediacy of the response required.

There may also be some exceptional circumstances where members of staff who have been made aware that a weapon may be on Academy premises decide that they need to take action before the Police arrive. If this is the case:

- Designated staff should always be called to assess and manage any situation where an offensive weapon is suspected.
- Where there are reasonable grounds to suspect that a student might have in their possession an offensive weapon, knife or blade, it might be appropriate for the Principal, or an authorised member of staff, to conduct a search of that student or his/her possessions with or without the student's consent.
- In making that decision, a risk assessment approach should be adopted, and it should be noted that such immediate preventive action could either prevent a potentially dangerous situation escalating or could, conversely inflame the situation.
- Such a search may only be carried out where the member of staff and student are on school premises or are elsewhere and the member of staff has lawful control or charge of the student.

Searching Students

DVHS staff can search a student for any item which is banned from the Academy. The Principal, senior leaders and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are

- knives or weapons;
- alcohol and illegal drugs;
- stolen items;
- tobacco, e-cigarettes and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student) and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for, including mobile phones, chewing gum, sweets, and confectionary.

A member of staff carrying out a search:

- May not require a student to remove any clothing other than outer clothing, i.e.: any item of clothing not being worn next to the skin or immediately over a garment being worn as underwear;
- Must be of the same sex as the student;
- May carry out the search only in the presence of another member of staff who is also of the same sex as the student;
- A student's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of staff and;
- If during a search, the member of staff finds anything he/she suspects of falling within the knives and offensive weapon category or any other thing he/she suspects is evidence in relation to an offence, they may seize and retain it.

Members of staff may, on occasion, take possession of a knife or other weapon brought to the Academy by a person in circumstances which contravene the Offensive Weapons Act 1996. Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority, and thus not an offence under the Act. But a member of staff in possession of a weapon in such circumstances should secure it, and:

- Pass immediately to the Principal or in the Principal's absence one of the Vice-Principals and arrange without delay to surrender it to the Police or Safeguarding Officer, or
- Where satisfied that it is reasonable to do so, arrange for it to be taken away by the parent or carer of the person from whom it was taken

However, some weapons are by their very nature offensive (e.g., flick knives and knuckle dusters) and should, under no circumstances, be returned.

Roles and Responsibilities

Students must be responsible for their own behaviour. The language of choice is a powerful way of exercising this. As students realise that they are making choices in many areas of life they can be guided to make more socially appropriate choices.

Students need to know that good choices will be rewarded and that poor choices will have consequences.

However, all members of the Academy community have a responsibility to guide and support students to make the right choices about their behaviour.

DVHS Governance has the responsibility to:

- Sit on exclusion panels as required
- Sit on behaviour panel hearings as required

The Principal and Senior Leadership Team have the responsibility to:

- Be active and involved in managing behaviour throughout the Academy
- Act in supporting staff and students with regard to serious incidents & persistent disruption
- Oversee liaison with outside agencies
- Identify and provide for staff training and development needs
- Monitor referrals and exclusions

- Provide a bi-weekly SLT detention and ensure that relevant students and their parents attend a meeting to discuss their behaviour.
- Report key data such as exclusions and referrals to the Governors
- Provide behaviour Support or 'patrol'

The Head of Year has the responsibility to:

- Lead and implement the behaviour policy for their Year Group
- Manage the tutor team providing support strategies for tutors and parents
- Monitor the behaviour of students through referrals, reports, and discussions, and provide help to tutors in coordinating support
- Provide required documentation for the exclusion panel
- Report relevant data to SLT to identify appropriate intervention strategies
- Monitor and review Pastoral Support Plans

The SENCo has the responsibility to:

- Co-ordinate assessment, support, and Individual Education Plans (IEP) for all students including those with emotional and behavioural needs in accordance with the SEN Code of Practice
- Respond to referrals of students for behaviour support
- Ensure reasonable adjustments are in place for students with an identified need
- Work to coordinate support for students' classes
- Liaise with relevant external agencies
- Report relevant data to SLT to identify appropriate intervention strategies

Subject Leaders have the responsibility to:

- Ensure staff follow strategies for effective classroom management
- Monitor classroom practice through regular temperature checks
- Support teachers in maintaining discipline and following up incidents
- Support in the behavioural professional development needs of staff
- Report relevant data to Assistant Principals to identify and implement intervention strategies

Form Tutors have the responsibility to:

- Work to create a cohesive group and a positive ethos
- Reward positive behaviour and take action to improve poor behaviour
- Monitor and give feedback through the referral & reporting systems
- Communicate regularly with parents/carers
- Communicate with subject staff and others as appropriate
- Report relevant data to Heads of Year to identify and implement intervention strategies
- Monitor Pastoral Support Plans

All staff have the responsibility to:

- Expect high standards of work and behaviour
- Always follow Academy procedures
- Reward good behaviour and challenge/take action on poor behaviour
- Communicate praise or concern to parents

- Use MIS Bromcom to log appropriate rewards or sanctions

All parents/carers have the responsibility to:

- Work with the Academy to encourage respect, and good behaviour
- Support the Academy's policy on rewards and sanctions
- Attend meetings with teachers to discuss their child as required

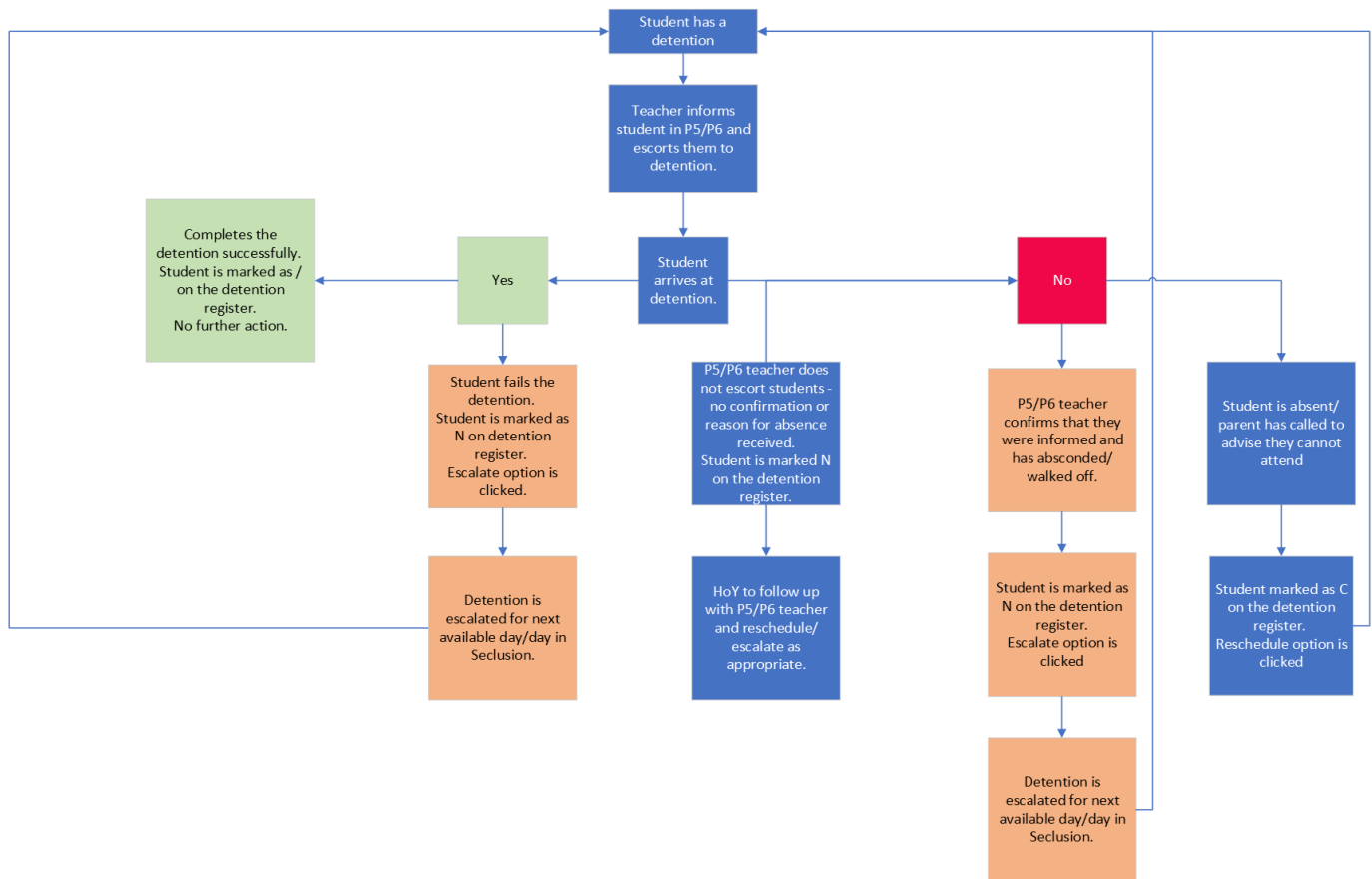
All students have the responsibility to:

- **Aim High** – You will follow all Academy expectations and routines 100%
- **Work Hard** – You will show the focus, determination and resilience necessary to excel in all lessons.
- **Care** – Support your teachers and peers by showing compassion, courage, and determination.
- **We Are Vale** – Embody our values and ethos through our behaviour policy and expectations.

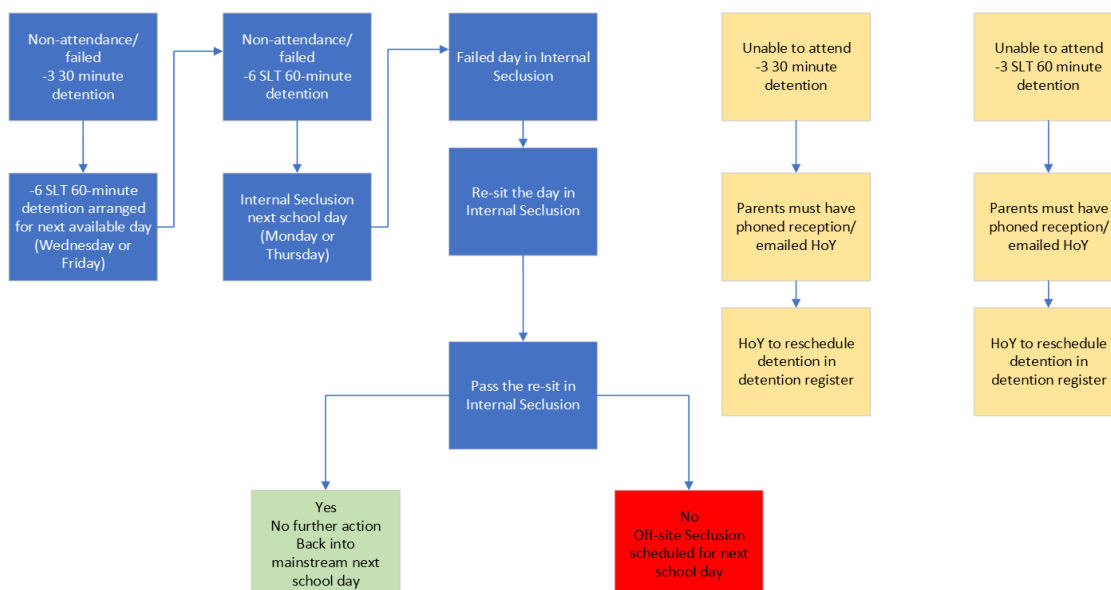
Appendices

Flow chart for detention systems

Darwen Vale Detention System



Darwen Vale Escalation System



Pastoral Team

