

Behaviour Policy

2021-22

Last reviewed September 2021

Darwen Vale vision

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

They will experience an outstanding and enjoyable education.

Our mission, has at its core the pursuit of the very highest standards in education, both inside the classroom and beyond it. We believe all children can exceed their expectations, no matter what their prior attainment and experiences. At our school no child will be labelled; we will treat them all as intelligent and individual. Through our ethos, our extended curriculum and our entrepreneurial approach we will develop students into confident, rounded individuals, equipped for anything that life throws at them.

Our motto – We Aim High, We work hard, We Care, We are Vale, will help us to realise our ambition.

As Darwen Vale High School staff we aim to:

- Create a culture of high aspirations, high motivation and high achievement for all
- Build a strong community based on fairness and personal responsibility
- Welcome, value and respect all who come in the school
- Be reflective and committed to our ongoing development as teachers and leaders, in our continuous strive for excellence
- Promote positive dialogue and partnership with our community

As an Aldridge Academy we strive to develop the entrepreneurial attributes of:

- Creativity
- Teamwork
- Passion
- Risk taking
- Problem solving
- Determination

We believe that developing these skills and attributes will help prepare our young people for success at school and beyond. The school council have developed a classroom ethos based on the

entrepreneurial skills and qualities. This classroom ethos is a guide for staff and students to develop great learning behaviours.

Aims of our Behaviour & Ethos policy

- To ensure the academy reflects the values expressed in our mission statement
- To make clear the positive and constructive rules of conduct as agreed by governors, staff, parents and students
- To set the framework for rewarding positive and responsible behaviour
- To make explicit the procedures to be followed and sanctions applied should behaviour fall below these standards
- To ensure the school is a safe, fair, supportive and happy environment for all
- To encourage a positive approach to behaviour by good example and praise and reward for good behaviour
- To ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently

As a school community it is essential that we recognise that this policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/ carers and visitors) as well as to our students. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

We also recognise that the success of the policy depends on the full support of parents. To this end The Home / School Agreement has been drawn up which reflects the expectations of Darwen vale High School

Darwen Vale High School – Home / School Agreement

At Darwen Vale High School we know that parents, teachers, and - of course - the students themselves must work in partnership to deliver success. We all share responsibility for the academic and personal growth of our young people. Together, we commit ourselves to the following:

The Academy will:

- Provide a learning environment that is stimulating, safe and caring
- Teach consistently excellent lessons to all students in all subjects
- Treat every individual with respect
- Ensure that each student has the opportunities, support and guidance to achieve their full potential
- Set ambitious targets and regularly report on each student's progress, giving clear guidance for improvement
- Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility
- Keep parents informed about school matters, be welcoming to enquiries and respond to concerns as quickly as reasonably possible
- Promote and reward excellence, resilience, and the entrepreneurial attributes
- Create a rich and stimulating reading environment and culture
- Insist all students answer questions in full sentences using scholarly language where appropriate
- Offer exciting enrichment activities that will develop wider skills to prepare students for university and the world of work
- Detain and sanction your child where they have not met expectations and keep you informed of any sanctions that are issued, through class charts and by text message / phone call (where appropriate)

As parent/carer, I/we will:

- Make sure our child attends school in correct uniform, arrives on time and is properly equipped for school
- Reinforce the academy's expectations for excellent attendance (minimum 96%)
- Encourage our child to work hard, be disciplined, take responsibility and fully participate in school life
- Monitor class charts on a weekly basis
- Attend all parents' evenings and discussions about our child's progress
- Support the academy's policies and guidelines
- Allow our child to attend off-site visits
- Encourage our child to read every day
- Support the school by challenging inappropriate slang and informal language so that all students become fluent, articulate speakers ready for university and the world of work
- Encourage our child to participate fully in the extracurricular opportunities offered by the school
- Agree to the detention policy of the academy
- Agree to School Gateway policy of the academy

- Never take our child out of school during term time
- Agree to our child’s photograph or film/video footage being taken for the academy’s use and for use by the Aldridge Foundation

As a student, I will:

- Be an ambassador for DVHS at all times
- Complete all classwork and homework to the best of my ability, so that I can achieve my full potential
- Read widely and often, and always have my reading book on me
- Try to learn new words and build my vocabulary day by day, week by week
- Speak in full sentences using formal English, and not use slang in lessons
- Take pride in my written work
- Always attempt to reach and exceed my targets
- Strive to follow the Darwen Vale entrepreneurial ethos every day, participating fully in academy life
- Treat others as I would wish to be treated and always be considerate towards my fellow students, putting the needs of others before my own
- Attend the academy every day in correct uniform, be on time and be properly equipped
- Be polite, respectful and courteous towards all other members of the DVHS community, both in person and over social media
- To adhere to the DVHS mobile phone policy
- Understand that poor behaviour outside the academy which affects other members of the DVHS community or brings the school into disrepute will be dealt with in the same way as poor behaviour inside school
- Take part in enrichment
- Care for the school environment
- Attend detentions whenever they are issued
- Display behaviour my parents, teachers and friends can be proud of

Signed by Form tutor:

Name:.....

Date.....

Signed by parent/carer:

.....

Signed by student:

Name Printed

.....

The DVHS Student 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 that is unsafe; including use of social media apps
- Live the academy values of Creativity, Teamwork, Passion, Risk taking, Problem solving, Determination

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 quietly on corridors and stairs, 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 adhere to the DVHS learning ethos and the DVHS non-negotiables:

- Settle down to the DIN activity straight away at the start of each lesson.
- Not eating, chew, and only drink water.
- Not use a mobile phone or headphones.
- Ensure my uniform is correct on entering and leaving the room. Whilst in class, it is at the teacher's discretion – not the pupils.
- Be quiet when entering the room and as soon as the teacher uses a quiet signal; 'Hand Up' 1-5 or asks for 100%.
- Develop positive relationships with staff and my peers based on mutual respect.
- Adhere to the seating plan designed by the teacher at all times.

DVHS Entrepreneurial ethos

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 or in the playground
- Remember that energy drinks, chewing gum and family sized packs of crisps/snacks 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 the academy's 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
- Offer my seat on the bus to an older person/mother with young children

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."

Routines and Expectations

The following routines and expectations apply to all students and will be rigorously and consistently upheld:

1. Before arriving at school all students will:

- a) Eat breakfast.
- b) Make sure that all homework is complete.
- c) Pack their bag with the following items:

- Current reading book
- 2 x black or blue writing pens
- 2 x green writing pens
- highlighter pens
- 2 x sharpened pencils
- 1 x rubber
- 1 x ruler
- 1 x calculator
- Books/folders for that day
- PE kit if required

Please note white eraser fluid is banned from the academy

2. On arrival at DVHS all students will:

- a) Be on time.
- b) Be in full uniform and smartly presented (1 stud in ears, no other piercings, appropriately applied and not excessive make-up or nail varnish – No false nails and at the teacher's discretion). See separate uniform guidance.
- c) Have an appropriate haircut (no lines or patterns in hair or eyebrows) no extreme designs (including unnatural colours) or short length haircuts (skin to zero).
- d) Remove any chewing gum from their person and dispose of it in the bin.
- e) Come through the student entrance and have their uniform checked when instructed.
- f) Expect to be sent home if not wearing the correct uniform or are not equipped for lessons. We will lend uniform in certain cases but students will be required to leave their phone as a deposit. For continued infractions students will spend the day in the Internal Exclusion room.
- g) Answer questions in full sentences.
- h) Not have any family sized snacks, or energy drinks

3. Walking around school and moving to/from lessons:

- a) Follow instructions from any member of staff or adult first time.
- b) Move to lessons once your teacher has dismissed you.
- c) Allow any member of staff or adult to pass through a doorway before them.
- d) Hold doors open for others.
- e) Never run.
- f) Walk on the left-hand side of the corridors and stairways.
- g) Stay quiet and sensible on corridors and never shout.
- h) Maintain a quiet and orderly atmosphere in the library.

4. All students will follow the same routines for entering the classroom:

- a) Students will enter their classroom quietly and get their books and equipment out.
- b) The teacher will greet the students at the door.
- c) All students will move quietly and immediately to their allocated seat and put their equipment on their desk.
- d) All students will start the DIN activity, whilst the teacher takes the register.

5. During a lesson all students will:

- a) Stand up in silence whenever a visitor enters the room.
- b) 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 the vast majority of class Q and A.
- c) Always speak in full sentences.
- d) Celebrate the successes of others.
- e) Understand that it is better to try and fail than not to try at all.
- f) Adhere to the DVHS entrepreneurial ethos.
- g) Give 100%

6. Moving to and from assemblies/examinations:

- a) Students will line up in their year groups and form groups, unless the form tutor/teacher decides to make changes.
- b) Students will move in quietly from classrooms to their destination.

- c) Students will sit in silence unless directed to speak.
- d) Students will be asked to stand at the beginning of the assembly.
- e) Students will remain standing in silence until directed otherwise.
- f) At the end of the assembly, when the member of staff or other adult holding the assembly leaves the room, all students will remain in silence whilst they are dismissed by their Head of Year or senior member of staff, one row at a time.
- g) Form Tutors and/or teachers will sit amongst their form group.
- h) All teaching and support staff will attend whole school assemblies and awards ceremonies.
- i) The students will then walk quietly to their next lesson.
- j) Staff will go on to the corridor to ensure students walk quietly to their next lesson.

7. During break and lunchtime all students will:

- a) Use their break and lunch time effectively:
 - Drink some water
 - Go to the toilet
 - Meet with any member of staff to address any concerns
 - Complete any work or revision that is required
 - Attend any detentions which have been set
- b) Support our ethos by being cooperative and considerate at all times.
- c) Say thank you to catering staff.
- d) Only play ball games in the allocated areas.
- e) Follow all school rules to maintain a calm and pleasant environment for all.
- f) Do not gather in large groups.
- g) Never engage in any violent or aggressive behaviour.
- h) Do not wear any outdoor clothing in the building at any time including breaks and lunchtimes.
- i) Line up as requested before re-entering the building

8. At the end of the school day all students will:

- a) Make sure they have everything they need to complete their homework.
- b) Walk quietly through the academy exits.
- c) If getting public transport, wait quietly by the bus stop.
- d) Get onto the bus one student at a time.
- e) Give up their seat to a member of the public.
- f) Talk quietly and never shout.
- g) Go straight home and do not congregate in large groups.

h) Not be in local parks or playing fields in school uniform.

i) Remember at all times they are representing DVHS and should be a model of citizenship.

Rewards

We are a school which celebrates and rewards student achievement at every opportunity. Rewards play a central role in communicating our values to students, and they underpin our positive ethos.

Meaningful praise is a key component of good teaching and strong relationships. As professionals we know good behaviour is best promoted by drawing attention to and rewarding well-behaved and hardworking students, and not singling out poor behaviour and escalating issues unnecessarily. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths. The rewards policy operates within these guiding principles.

The system also links individual recognition and achievement to the Form system and develops a healthy competitiveness at Form level, fostering students' sense of belonging and identity.

Rewards System

The reward system centres on the awarding through class charts Aldridge attributes points and postcards of commendation.

- Aldridge attributes points will be based and awarded on the 6 entrepreneurial attributes of DVHS:
 - ✓ Creativity
 - ✓ Teamwork
 - ✓ Passion
 - ✓ Risk taking
 - ✓ Problem solving
 - ✓ Determination

- Form Tutors will contact home when a student earns 5 Aldridge Attributes (AA's)

Each department needs a display for students explaining how to earn merits in their specific subject and displaying examples of excellent work. Different subjects can create their own criteria for the 6 attributes (an example from science is below)

- Superbly written scientific article for the department magazine (Passion)
- Supporting another student's revision during consolidation week (Teamwork)
- A novel approach to undertaking a practical investigation (Creativity)
- Absorbing feedback on correct presentation of graphs and re-doing work to reflect this (Determination)
- Identifying risks in a scientific experiment and planning a careful experiment that mitigates against them (risk taking)
- Solving a scientific conundrum (problem solving)

- Students who achieve 25 AA points in a half term and secure 95% cumulative attendance for that half term will be eligible for a half term reward. The year group will decide through voting what this rewards will be.

Rewards and commendation assemblies

At the end of each half term there will be a commendation assembly for each year group to acknowledge the successes of our students and present tickets for the half term rewards. We will also celebrate other notable achievements from the half term.

At the end of each term there will be a full rewards assembly. This is similar to the end of half term assembly except that it also includes musical and drama performances, additional individual awards, readings and reflections from students and staff, and is attended by external visitors (e.g. members of the DVHS Governing Body).

At these end of term assemblies' students will be awarded their Darwen Vale achievement pins

A bronze pin is awarded for the accumulation of 100 AA points and attendance at 95%

A silver pin is awarded for the accumulation of 200 AA points and attendance at 95%

A gold pin is awarded for the accumulation of 300 AA points and attendance at 95%

Any students with 100% attendance in a half term will be entered into the prize draw for a £20 gift voucher

Any student with 100% attendance at the end of a term will receive a £10 gift voucher

All students with at least a Bronze pin and 95% attendance will be eligible to go on one of the end of year rewards trips

Displays

Displays and the visual environment is an integral part of any school. You should have a sense of what a wonderful academy DVHS is as soon as you walk into the reception, and this should be reinforced as you tour the corridors and classrooms. High quality displays should promote our core values and demonstrate to student's what success looks like is essential. Displays in the academy celebrate our values and reflects student achievement in the broadest sense, from academic excellence and resilience to our participation in the vast array of events and enrichment activities on offer. Our displays not only celebrate what we do but who we are.

- Form and Year notice-boards are provided in Form rooms and in prominent areas of the academy to enable year groups to celebrate achievements in all spheres of school life.
- Student work is regularly displayed in subject areas, classrooms and the school libraries.
- Sporting and all other achievements are acknowledged in key areas.

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 as we grow and the needs of the Academy change. The appointed Head Boys, Head Girls and Deputy Head Boys and Deputy Head Girls will lead a team of senior prefects and prefects, all of who are part of Year 11. The Student Council will consist of elected representatives of each Form who will in turn elect a Chairperson and a Vice Chairperson.

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;

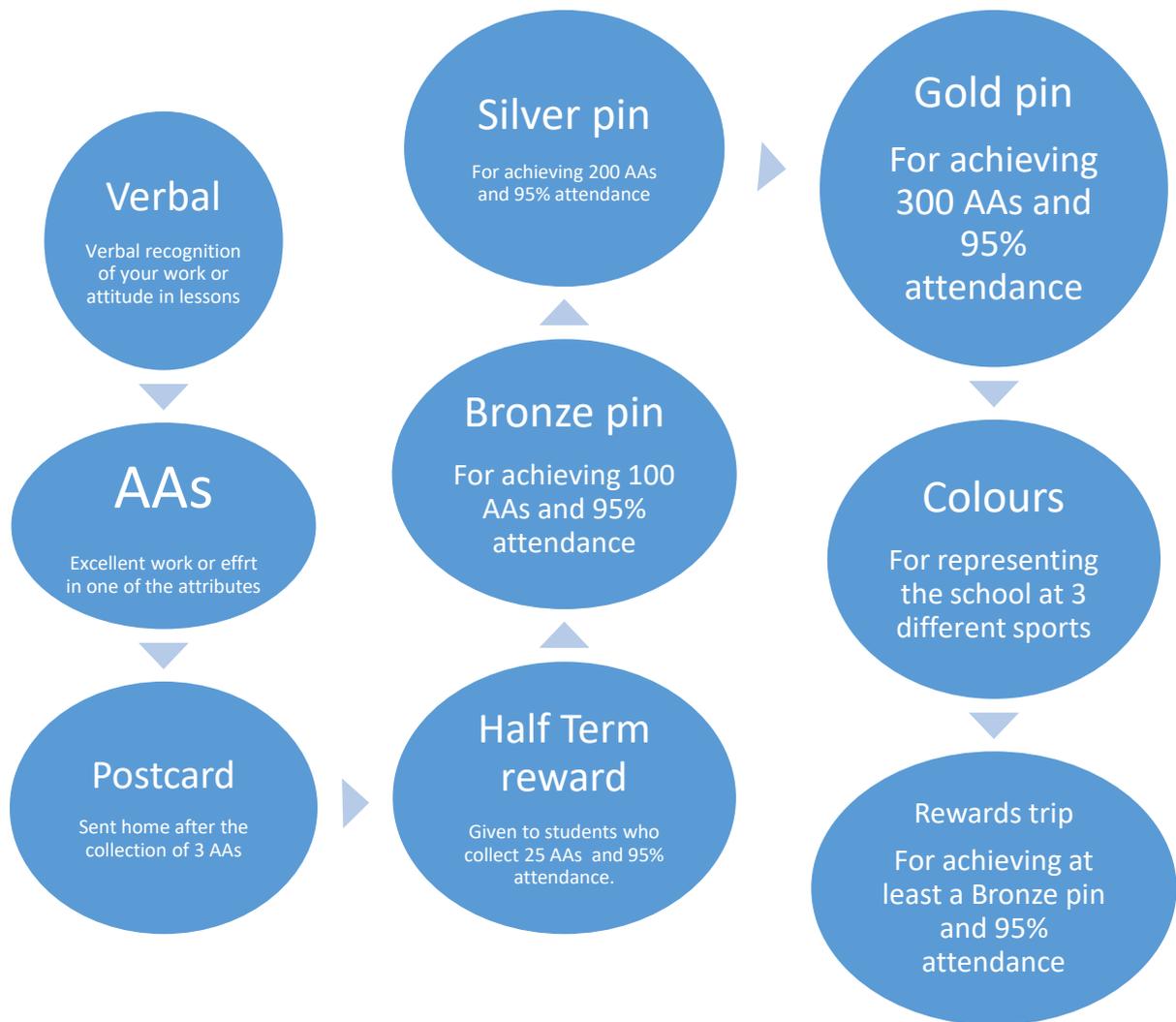
- Student librarians
- Subject prefects
- Sports captains
- Junior leadership positions
- House Prefects

Collecting and managing AAs

Form Tutors and teachers can analyse AAs and postcards through Class charts. Commendation display charts should also be kept up to date in the Form room. It is the responsibility of the Form Tutor to ensure that the Form Council representative and students within the form keep the form noticeboard updated.

Our reward system is growing and adjustments to 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.

Reward steps are highlighted on the next page



Teaching Techniques

We know that with excellent teaching every child can demonstrate excellent behaviour. One of our mantras at DVHS is 'let's talk about teaching and learning and not about behaviour'. DVHS Teachers ensure excellent behaviour by planning varied and exciting lessons and managing non-compliance from students in skilful and subtle ways. Some of the techniques we use are outlined here.

At DVHS we insist on:

- Quiet entry to every lesson
- Answering in full sentences
- One person speaking at a time
- 100% compliance

Our classroom management techniques

As teachers we need to make our expectations for each of these techniques clear to students and practise them carefully. We will train on them extensively, observe each other use them and refine and develop them as we go. When delivered effectively, these techniques ensure minimum time is wasted in each lesson. Teachers will ask for and expect 100% compliance from students.

Entry to lessons

Prearranged seating plans based on the most recent class data and ensure students file quickly and silently to their seat. These should be reviewed regularly and consider use of TAs, students will be expected to sit boy/girl.

Use countdowns/hands up

During the countdown students can be reminded of what you expect to see happen by the time the countdown is finished. Countdowns give students notice that you are stopping an activity so they can finish their sentence/discussion. You may wish to establish a routine of using countdowns with your class. Embellish countdowns with instructions. Bill Rogers talks about using descriptions and directions – “some of you are still in your groups, you need to return to your seats”. Phrases to use during a countdown to remind students you are waiting for them to finish/fold their arms/put pen down etc; On 5 “you should be finishing your sentences now”, on 4 “Well done Paul”, on 3 “All back in your places now”, on 2 “All pens down now” etc

Clap to re-set

Clap a rhythm for students to repeat back to you in order to get silence or to finish an activity. You can also clap a rhythm and expect two claps back. Look for 100% clapping in the response from students – repeat the clap if needed.

Set activities to music

You can use the website www.classtools.net to play timed music. This adds energy, pace and excitement to the activity and speeds up student response.

Share time limits in advance

Use timers on the board to set the time limit for an exercise. Students know how much time is left. Use irregular times to build pace and a sense of urgency e.g. 3 and a half minutes.

Use cold calling lollipops, playing cards or the option to randomise in Class charts

This ensures students feel accountable in their lessons and they will attempt an answer because they have been chosen fairly and at random. In questioning episodes of a lesson leave out the lollipop stick once you've asked the student and replace them all when finished, ready for the next section later on. If a student can't answer use No Opt Out. When using lollipop sticks, ask the question first, so all students are encouraged to think what their answer might be and then call out the name. If you know a particular student will need more thinking time, call their name out first. You can also nominate a student to pick the lollipop sticks as in this clip.

Consider the differences between these two questioning episodes:

"Simon, why is the opening sentence of this article so effective?"

"Everyone read the opening sentence of this article (wait). I'm going to lollipop sticks for this question:

Why is that such an effective opening? (wait - slowly select lollipop stick). Simon, what do you think?

(take response). Who else wants to say something about this? (wait, select next lollipop stick).

No Opt Out

If a student can't answer, ask the question back to the class, or ask the student to phone a friend to get the answer. In all cases the student should have to say the answer themselves once someone else has given it. It is also good practice to find another opportunity within the lesson to ask the student for the answer again.

You can set up the question to assist with No Opt Out, and ensure that all students consider the answer to your question and not just the one who will eventually answer it:

- "What is 25% of 80? Everyone write down the answer on your show me board"
- "James thinks it's 20 – put your hand up if you agree with James"

Put resources on desks in advance or teach students to collect/give out resources in a systematic way

This encourages responsibility. Quite often students are given lots of responsibility for managing the classroom in primary school and this is taken away at High school. This saves time in your lesson and limits transition time to the next activity, particularly if students are given a time limit to do it in.

100%

Don't be afraid to stand, scan and wait for 100% compliance. At DVHS, we aim for 100% of students doing what has been asked of them. Monitor your students to ensure each one of them is participating in the way you expect.

Tackle lack of compliance by using the least invasive form of correction:

- Use non-verbal signals to show students what they should be doing (e.g. folding arms)
- Repeat the instruction (or point to it)
- Use non-verbal signals to indicate waiting for 100% e.g. scan, looking away
- Go over to the student and whisper so no-one else can hear
- Praise those students who have it right
- Use Countdown to compliance

Get replays of instructions before tasks begin

Give clear instructions that are explained succinctly (never waffle) and have a student replay them to the class. Instructions can be verbal and repeated and also written on prepared resources (e.g. Power Point) beforehand.

Use non-verbal signals

95% of all behaviour management can be achieved through mime! A look expressing disapproval, a strategic point, mimic the action you want them to do etc.

Be explicit about expectations

Is it individual work in silence? What does silence mean? Be explicit. Let them know the first 5 minutes is silence but it will be followed by 2 minutes discussion or checking with their partners. Make it time limited. Are students clear on who they are working with? Flick the lights, change the music, and clap, etc to signal transition from one episode to another.

With group work, teach the students how you would like them to work when you set paired or group tasks. Practise how they will interact, what active listening looks like.

Techniques for dealing with challenging behaviour

Do.....

- Repeat the instruction.
- Drop your voice and slow down your speech if they refuse to follow instructions. Annunciate your words very clearly.
- Give clear warnings about forthcoming consequences.
- Follow the sanctions outlined in in this policy for dealing with behaviour using stepped responses.
- Stay calm, remember you must be seen to be in control (the class will start to enjoy themselves if you lose it).
- Deal with individual students privately not publicly in front of the class.
- Encourage them to accept responsibility for their poor choices and poor behaviour by asking and repeating, if necessary, closed questions. For example, "Was that acceptable behaviour – yes or no?"
- Use phrases that allow you to withdraw and avoid arguments "I need to see you working like you did last lesson". "I will come back and check how you are getting on". Then give students time and space
- Provide an example of where the student has done well previously and encourage them to consider their actions in light of that.

- Outline two choices that they can make and state the possible consequences - “You now have two choices: You can choose to follow the instruction or choose not to follow my instruction. If you choose to refuse to follow the instruction, you are choosing x.”
- Use “Thank you” as a preface to instructions and assume compliance. “Thank you for stopping tapping”

Don’t.....

- Be sarcastic.
- Set tasks which are either too hard or too easy.
- Label students as stupid or incapable of making progress.
- Show your irritation or scream or shout.
- Remove from your lesson without having used a number of stepped responses.
- Over react.
- Threaten punishments which you have no intention of issuing or you do not think you will be able to enforce.
- Make it personal – “stop being such a thug”. Talk about the behaviour not the student. Instead, say ‘keep your hands to yourself’.
- Take it personally. It is our responsibility to manage these behaviours.
- Ignore disruption.

Sanctions & the “Consequences” System

Overview

The steps to creating a strong climate for behaviour for learning include designing building and maintaining what we want our culture to be like. We want our culture to be 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.

Consequence Steps

The principle system we have for tackling poor behaviour are the DVHS “Consequence Steps” outlined on the next page. This system is used consistently by every teacher in every classroom. It sets out for students and parents in a transparent way the consequences for poor behaviour.

The steps allow teachers to ‘own’ the behaviour of their classroom by deciding on the seriousness of the incident and the appropriate response. It is imperative that teachers don’t move too quickly through the steps as they risk abdicating power over the situation to more senior colleagues. The steps are also designed to depersonalise behaviour management by communicating clearly to all students that actions have consequences and that sanctions are the inevitable result of poor behaviour. A final advantage of the steps is that they help teachers give students the opportunity to correct poor behaviour before being issuing a detention.

Detailed training on how to implement the steps system within their classroom is provided to all teachers as part of their induction into the academy. As a growing school we keep all behaviour

systems under review and from time to time will make refinements, which will be communicated to all staff.

A final point is that our greatest resource in dealing with challenging / difficult student behaviour is each other. No DVHS teacher should ever feel hesitant about asking a colleague, their HoD, a HOY or a member of SLT for advice on how to use the Steps System, or any other aspect of academy life for that matter. We will never have an issue with people asking for clarification or support when it comes to behaviour management, and there is no stigma attached to struggling with behaviour in this school. Proactively seeking support like this is encouraged, and indeed it is the opposite response (not asking for support / clarification) which would be seen as wrong.

C1-4 system



Discipline in the wider community

DVHS serves a close-knit community of students and parents in Darwen. 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. This may also include actions which take place over the weekend or during the school holidays.

If unable to reprimand the student, the member of staff who witnesses any contravention of the code of conduct should go to the academy reception to attempt to identify the student(s) concerned and report the incident to HOY/SLT. The HOY and/or SLT then will decide on the seriousness of the incident reported and the nature of consequences necessary in line with academy procedures.

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 fixed-term exclusion 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.

Dealing with Malicious Allegations

All members of staff are expected to treat students with appropriate respect in line with guidance given in induction and safeguarding CPD. 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.

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 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 'behaviour points' (detailed below).

Running in parallel to the escalated responses and the accumulation of 'behaviour 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 – in SEND
- Student Support HW Club – in LRC
- One-to-one behaviour mentoring through the HOY team
- Use of peer-mentors
- A Pastoral Improvement Plan (PSP) co-created by the academy, the student and their parents
- Reports: Behaviour (FT, HOY or SLT), HW report and punctuality report
- In class support through learning support assistants, keyworkers or co-teachers
- In school Counselling on a weekly basis (by agreement of parents)
- Reduced timetable
- Support through Alternative Provision.
- External mentoring through other external agencies including ELCAS
- Support for students with specific needs (SEMH, SLCN, SPLD or other academic needs)

These strategies will be continuously reviewed and improved as we learn what works best for our students.

Behaviour points explained

The system of stepped sanctions is of course not applied blindly; both the individual needs of students and 'mitigating factors' surrounding each incident will be considered by the Principal and Governing Body. At all times strategies to avoid exclusion will be used and every effort will be made to 'include' the student and support them to improve their behaviour.

It is however important that all students and parents understand there are limits and boundaries which they cannot go beyond and they do not have endless chances to improve. Instead if they find themselves in trouble they must make significant efforts to modify their behaviour and take advantage of the support they are being given.

Sanction

| Sanction | Behaviour points value |
|------------------------------------|------------------------------|
| C3: Teacher Detention | 1 |
| C3: Late Detention | 1 |
| C3: Central Detention | 2 |
| C3: Extended Detention | 0 (to avoid double counting) |
| C3: Friday Leadership Detention | 3 |
| C4: Relocation | 3 |
| RLI: Internal Exclusion | 10 |
| Fixed Term Exclusion (1 to 3 days) | 15 |
| Fixed Term Exclusion (3 days plus) | 20 |

The behaviour of all students is kept under constant review by FTs, HOY and AP behaviour. If a student begins to accrue a significant number of behaviour points they will be provided with additional behavioural support, meetings will take place with their parents and the school, and a Form Tutor report and other strategies will be used. The table below defines only the most serious levels of escalation that can take place in the event of this support not having the desired effect, and we expect the actions in this table to apply to only a very few students in a given year group.

| Points needed | Action taken | Involved |
|----------------------|---|-------------------------------------|
| 10 | Form tutor alerted. Student placed on form tutor report and monitored daily. Form tutor to call home to inform parents/carers | Form Tutor/HOY |
| 20 | HOY alerted. Student placed on HOY report and monitored daily. HOY to call home and ask parents in for a meeting about the students behaviour | HOY/Form Tutor |
| 30 | SLT alerted. Student placed on SLT report and monitored daily. SLT to call home to inform parents/carers | SLT/HOY/Form Tutor/SENCO |
| 50 | Formal letter home, meeting with parents, and assistant Principal. Pastoral support to be reviewed / introduced by the academy. | AP / HOY/ SENCO |
| 75 | Principal's Warning: A formal meeting between the parents, student and Principal to discuss the student's future at the academy will be held. The student will be placed on report to a member of the Leadership Team and pastoral support will be reviewed / increased. | HOY / AP / Principal / SENCO |
| 100 | Governor's Warning: A formal meeting between the parents, student, Principal and at least one Governor to discuss the student's future at the academy will be held and the student and their parents/carers will be issued with a written Governor's warning. A place at the alternative education provision will be advised. Pastoral support to be reviewed / increased. | AP / Principal/ Governor |
| | If a student's behaviour fails to improve following a Governor's warning it is likely they will be permanently excluded from the academy for persistent / excessive poor behaviour over an extended period of time, however the final decision will rest with the Principal. | |

Supporting students with barriers to learning

At DVHS we will support our students who are experiencing behavioural, emotional or other difficulties that might impede self-discipline and effective learning. As stated previously, we believe the most effective way of managing behaviour is to praise and reward good behaviour.

Where students are having difficulty conforming to the expected standards of behaviour various strategies may be employed to help them improve. There are a variety of mechanisms available with early intervention always our aim.

The use of a **behaviour report**: Although a sanction, this serves a dual purpose of enabling form tutors, Heads of Year, Heads of Department or SLT members to check on behaviour daily and give instant feedback and encouragement where improvements are evident. This report is taken home for parental signature and involves home and academy in daily monitoring and support. Failing to demonstrate significant improvements in behaviour whilst on report will result in escalation to a higher-level report. Being placed on report is a serious and formal step within the disciplinary processes of the academy and could become relevant in any conversation over future exclusions (fixed term or permanent). Parents will be informed if their child is placed on report and all reports will be stored on students' files for future reference. Any student placed on report will complete a two-week cycle, after which the relevant member of staff will determine whether they have passed or failed and the appropriate next steps.

Target setting is relevant to behavioural as well as academic issues. Students are set realistic achievable targets in their PSP or in separate 'contracts' drawn by Head of Year/SLT member in the light of a specific incident or persistent disruption.

The SEND area operates a place of calm within the academy where students can reflect on issues and ask for support. If a student is upset or needs someone to talk to about an issue inside or outside of school, they should go to SEND and speak to a member of staff or their Head of Year. There is a drop-in session every lunch time. If the issue is of an academic or social, Emotional or Behaviour nature and is affecting their learning, they should go to the SENCO or Head of Year

Some students will be given early pass cards to attend a student support break and lunch club, for either learning or emotional support. Some students will also attend learning support HW clubs, where it is felt they need extra help. In the first instance, this will be offered to those students on the SEN register and those who are set a high number of HW detentions where the reason falls in line with the four areas of need in the SEND Code of Practice. Pupils who struggle to access Enrichment will be offered alternative arrangements to ensure that they receive a full and balanced curriculum.

Students who repeatedly display inappropriate behaviours and whose behaviour indicates underlying social/emotional issues will be assessed by the ICLASS/PATH team and an individual programme established which might include a reduction in mainstream lessons for a fixed period of time.

Students who have significant emotional difficulties will be referred to the school counsellor and MHST, ELCAS or other outside agencies for individual or group therapy. Referrals are made by the Assistant Principal (Inclusion)/SLT or the SENCO. Where a referral has been made to Counsellor, the Counsellor will then assign a therapist and agree a weekly

timetabled slot. The type of therapy will be agreed in line with the nature of the child's needs. Parental consent will be secured before this is begun. At the end of each term, the Pastoral team in conjunction with their team will write a summary report for each student and send these to the pastoral team. The Counsellor and SENCO will meet with the Pastoral team on a weekly basis to discuss student concerns and possible referrals.

Mentoring

Some students who have been identified as struggling to manage their behaviour may be referred to the Peer Mentor team. The student will be assessed and it will be determined whether to assign a Peer Mentor. A Peer Mentor will work with them for up to an hour a week over an agreed period of time, focusing on the particular difficulties they are having and developing strategies to avoid further problems arising. An action plan will be drawn up and parents will be contacted to discuss the relevant issues and the progress they make. The level of intervention will be tailored to suit the student's specific needs of the student and external agencies may be used in conjunction with internal support.

Behaviour Contracts

Parents of students who persistently break school rules will be required to sign a behaviour contract. This will identify agreed targets which are relevant to the particular student.

IEPs

Any student with a statement of special educational needs will have an individual education plan. Targets will be set and reviewed by all staff who teach that student, twice a year. These plans will also suggest teaching strategies which will help them make progress and demonstrate the necessary behaviours for learning.

Restorative Justice

Restorative conversations may also be used to help students through unresolved issues with their peers and/or a specific member of staff. The objective is to ensure mediation occurs between all parties involved to ensure learning remains the focus and everyone can move forward. The SWS offers very carefully structured support to students who are experiencing difficulties of various kinds, including behaviour. In most cases placement will be part time to enable students to continue the experience of being in the classroom and make full reintegration easier. The activities and support provided by staff in the SWS will be tailored to the needs of each individual.

Where appropriate, specialist support will be provided on a one to one basis or in small groups this could take the form of mentoring, therapy, anger management or social skills work.

The Pastoral Support Programme (PSP)

This is a support programme offered to students who are at risk of exclusion. It will be agreed with parents as a result of a meeting with them. This meeting will consider the causes for concern and the steps suggested to improve the situation. Other agencies such as social services, housing, voluntary organisations, the careers service, could also be involved as appropriate.

In drawing up the plan the school will, in discussion with others:

- review any learning difficulties and put in place a programme of support where necessary.
- consider changes to the teaching programme.
- consider changes of sets or class.
- consider referral to a Alternative Provision for joint registration or another appropriate institution.
- consider with agreement of the student's parents and LA a managed move to another school.
- consider offering specialist support and counselling.
- consider a placement for a period of time in SWS.

The programme will have an automatic time limit, be monitored fortnightly and be reviewed at least half way through its duration.

Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- a) be reduced or removed;
- b) be continued for a further period of with or without amendments;
- c) or where there has been no improvement at all, there may be a move to permanent exclusion.

External support: Alternative Provision

Students who have received a high number of behaviour points and/or received a formal Principals' or Governors' warning will be considered for attending a temporary alternative provision for a fixed period. The academy may also decide it necessary for a student to attend the temporary alternative provision following an isolated serious incident or where an extended investigation period is foreseen. Attendance at a temporary alternative provision will entail a number of steps: interview with the alternative provision centre; Heights or St Thomas; agreed targets worked upon to resolve issues raised; weekly contact with Assistant Head of Year/Head of Year; weekly contact made with parents by the centre; final report reviewed and reintegration plan put in place to either fully reintegrate into the academy or full-time alternative provision to be considered.

Anti-Bullying Policy & Procedures

Our mission statement 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 the light of this, bullying in any form has no place in DVHS and will not be tolerated.

Overview

It is very important to be clear about what is, and is not, bullying. There are many definitions and perceptions of bullying, but all recognise that bullying is sustained and takes place where there is an imbalance of power.

Two useful and comprehensive definitions are:

A bully is an individual who tends to torment others either through verbal harassment or physical assaults, or through subtle methods of coercion.

Bullying is the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted (cyber bullying), or emotional abuse, or through attacks on the property of another. It may include, but not be limited to, actions such as verbal taunts, name-calling and put-downs, including ethnically-based or gender-based verbal put-downs, and extortion of money or possessions.

Cyber bullying is bullying through the use of communication technology like mobile phone text messages, social media apps, e-mails or websites. This can take many forms, for example:

- Sending threatening or abusive text/instant messages or e-mails, personally or anonymously.
- Making insulting comments about someone on a website, social networking site (e.g. Facebook, Instagram and snapchat) or online (blog or YouTube).
- Making or sharing derogatory, inflammatory or embarrassing videos of someone via mobile phone or email (such as 'Happy Slapping' videos or physical/verbal assaults).

'Sexting' is the sending and receiving of sexually inappropriate images or messages, using a mobile phone or the internet. It is illegal for children under the age of 16 to do this and will be referred to both the police and social care. An investigation will be undertaken and appropriate action taken.

It is illegal for a student to retain a sexually inappropriate image of another student and show it to other students. Again, this will result in a referral to the police and social care. It is likely that any student doing this will be excluded for a fixed period. Inference of such images existing, without appropriate proof, will also be sanctioned by the academy.

As an Aldridge Academy we are able to establish very clear guidance and responses to bullying, and with only small numbers of students we can establish a healthy, stress-free environment with zero tolerance of poor behaviour.

Our aims and objectives in relation to bullying are to:

- Ensure all students, teachers and parents know that bullying will not be tolerated.
- Ensure clarity and agreement about what is and is not bullying.
- Ensure whole school awareness of the rights and responsibilities of all students with regard to bullying.
- Involve all members of the school, staff and students in helping to prevent bullying and to confront it when it occurs.
- Encourage students to report instances of bullying.
- Ensure that all students, parents and staff know what preventative steps the school takes and how these are implemented.
- Ensure all students, staff and parents know the procedure to follow when bullying occurs.

In dealing with bullying we aim to:

- Eliminate the bullying itself.
- Support the victim by resolving the problem and by building up his/her self-esteem and where appropriate developing strategies to avoid bullying.

- Bring the perpetrator to realise the unacceptability of his/her behaviour and the consequences should it continue.
- Investigate the cause of the bullying behaviour and where appropriate work with him/her to modify his/her behaviour.
- Reconcile the perpetrator and the victim (RC).

We pre-empt and respond to bullying in a variety of ways:

FROM 2019 - Year 7 New students will be given a student handbook on arrival which includes what to do if a student feels he/she is being bullied.

Mid-phase transfer students are given an induction in Student Support for a few days if appropriate. A buddy is assigned and the student handbook is issued and explained.

Peer-mentors will be established within each Year group. This group in conjunction with the Assistant Principal (Inclusion) and the student Council will work to raise awareness and to form support groups.

Assemblies will be delivered to the students to highlight the issues. These assemblies focus on:

- Clarifying and defining what is and is not bullying, raising awareness of the difference between disputes, endings of friendships and bullying behaviour.
- Cyber bullying as part of safety.
- Encouraging zero tolerance of bullying behaviour, encouraging a sense of social responsibility and the courage to speak out when necessary, and ensuring students know what they can do if they or someone else is being bullied.

Tutor time and the Vale Values Programme will be used to discuss further what is and is not bullying, and what students feel could or should be done. Work and ideas emanating from these lessons will be fed into the system to inform and add to the strategies already being used. Form tutors will be trained in restorative justice techniques to ensure that issues of bullying can be properly aired and addressed within the lessons. We will also focus on the positive nature of our Entrepreneurial ethos and of course what our core value of caring means in all situations.

The academy use a software package(smoothwall) that monitors activity on the whole school network and alerts us to any violations, including cyber bullying.

The School Council will be consulted on anti-bullying policy and strategies. As the 'voice of the students', the Student Council which is led by the Chair, will support the eradication of bullying incidents and devise strategies for supporting those who feel affected.

There is a school 'concern box' where bullying and bullies can be reported. This is strategically placed with confidentiality in mind and is monitored by staff. Students can discuss the issues raised without knowing the identities of the students concerned and suggest strategies.

Students should speak to Form Tutor or Head of Year if they have any concerns about themselves and others.

Key pastoral staff will always mediate between the bully and the victim, where appropriate. The victim will be encouraged to tell the bully how the bully's actions made them feel. The bully will be given an opportunity to apologise and agreed action steps will be implemented.

We will hold an evening session for parents of new Year 7 students in their first half term which includes information on our policy and procedures on bullying.

Record keeping

Incidents of bullying are recorded on CPOMS by the member of staff investigating the incidents. Serious concerns about bullying will result in the parents of the student being invited into school to meet with the Assistant Principal (Inclusion).

Students who feel they are being bullied will be asked to keep a detailed record of incidents.

Sanctions

The varying nature and varying degrees of bullying require a range of responses and a range of sanctions. Academy sanctions are described in detail elsewhere in this document.

Anyone who bullies someone – in any way – will be seen and spoken to about this by their Head of Year/ SLT.

In appropriate cases, (and particularly, though not exclusively, where the perpetrators do not attend the school and the bullying occurs elsewhere), the police are involved, to advise the victim on what steps can be taken. Where the perpetrator is part of the school he/she would stress the seriousness of the matter and the possible consequences if it were to continue.

In the cases of a first and minor incident an informal warning from a Head of Year may be sufficient. This would be recorded as a detention for bullying on CPOMS/Class Charts.

Where a student is found to persist in acts of bullying, despite warning, it may be necessary for the student to be removed from lessons and sent to Internal Exclusion for a fixed period and sit an after school detention. In certain circumstances, it may be necessary to recommend a fixed term exclusion to the Principal.

A fixed period exclusion might also be given even if there have not been previously recorded warnings if the seriousness of the bullying warrants it.

As a last resort, or in extremely serious cases, permanent exclusion would be considered.

Mobile Phone Policy

Mobile phones are part of modern society and the majority of students will now own a mobile phone. We understand that for safety reasons students will carry a mobile phone in order to contact parents/carers after school/before school. However, mobile phones can lead to several problems in school, for example bullying, disruption to lessons and inappropriate web usage. As a school we strongly encourage our students to talk to each other and develop friendship groups at break and lunchtime, as opposed to using their mobile phones. As a result the use of mobile phones during school hours is completely forbidden, and students found using their mobile phone during school hours will be dealt with in accordance with this policy.

Purpose

1. To clarify the school position on mobile phones.
2. To ensure that staff, students and parents are fully conversant with the policy and understand the reasons for the policy.
3. To support our behaviour management policy, which aims for outstanding behaviour and safety of students across the school.
4. To ensure that student welfare and safeguarding incidents associated with mobile phones are minimised.

Guidelines

1. Any student seen using their mobile phone during school hours will have their phone confiscated. **Phones must not be seen or heard.**
2. This includes the use of 'Smart' or Apple watches – the use of these is not allowed as they are effectively mobile phones and will be treated as such.
3. Confiscated phones must be taken to the pastoral administrator in the pastoral office where the phone will be secured in a locked cupboard.
4. After the first confiscation students will be able to collect their phone at the end of the day, after 3.00 pm. Parents will be required to collect the mobile phone following the second or any subsequent confiscations, parents are also allowed to collect the phone if confiscated on the first occasion.
5. When a phone is confiscated for a second time parents need to be aware that there may be a time delay before the phone is able to be collected.
6. If students need to contact home during the school day then they will be permitted to use a school phone.
7. Any instances of students having their phones confiscated will see the incident recorded on Class charts and could lead to further sanctions including detentions or seclusions.
8. Students must not use their phone to listen to music if they are cycling to school. Students should also be mindful of traffic and dangerous situations if using their phone when walking to and from school.
9. Students will receive assemblies explaining the mobile phone policy and the policy will be placed on the school website for parents/carers to access.
10. When issues with mobile phones exist that involve serious misuse of the phone, transmitting images, cyber bullying etc. parents will be brought into school and it will be explained to them that parents are responsible for the phone and any issues resulting from the phone when it is used by a 'minor'

Drugs Education Policy

Introduction

This policy outlines the aims for the teaching of, and learning about, drugs and their misuse at Darwen Vale High School.

The Definition of a Drug

The term drug is used to refer to any psychotropic. When addressing drug education and the management of incidents and situations involving drugs (including the management of medicines), school drugs policies are recommended to encompass all drugs, which include:

- Volatile (sniff able) substances (e.g. petrol, alkyl nitrites, butane, aerosols)
- Over-the-counter and prescription medicines (e.g. paracetamol, cough medicines, antibiotics, tranquillisers, steroids)
- Alcohol (e.g. wines, spirits and liquors)
- Tobacco (e.g. cigarettes and cigars)
- “Legal Highs”
- Illegal drugs (e.g. opium, cannabis, heroin, LSD or ecstasy)

Aims

The programme and policy will reflect our overall stated aims and ethos.

- To inform about the use and misuse of drugs (in an accurate manner to dispel myths).
- To develop coping skills for managing different drug related situations e.g. smoking, alcohol and illicit substances.
- To enable pupils to make healthy, informed choices regarding issues related to drugs.
- To cover many elements of Citizenship as stated by the National Curriculum Guidance No.5.
- To deliver Drugs Education in line with the relevant Education Acts and in particular the guidance contained in Every Child Matters: Change for Children: Young people and drugs (2005)
- To explore the many issues related to drugs and young people. To encourage moral and spiritual development, respect for self and others, to foster responsible behaviour.
- To reflect Equal Opportunities, in line with the school's stated policy.
- To inform students about appropriate sources of additional support and enable them to access these e.g. the school nurse.
- To offer access for early stage bilingual learners through the school's overall provision for such pupils.

Relevant materials are developed for use by all pupils regardless of ability.

Guidelines

Drugs Education is delivered within a framework which encourages equal respect for:

- all groups in society
- all religious beliefs and practices

In line with our Academy values, students should be helped to consider the importance of self-restraint, respect and dignity. They should show responsibility and sensitivity towards the needs of

others. They should be able to recognise the physical, emotional, and moral implications and risks of certain types of behaviour and to accept that all must behave responsibly in drug related matters.

Sensitive issues will be discussed in an open and honest way that is relevant both to individuals and to groups of young people and which reflects respect for all groups in society.

Resources include: The Vale Values Programme, Text books, in house programmes, videos, ICT, Curriculum Guidance and Health

Education materials from outside agencies.

Advice/information is part of the programme. Individually, pupils are given advice/information when they approach teachers; this is done conscious of the need not to contravene what maybe parents' wishes. Confidentiality is always observed, though teachers may have to make informed judgements about confidentiality and the individual student's needs and overall wellbeing. Tutors may be consulted, in confidence, where it is judged appropriate. The school nurse can offer absolute confidentiality to all young people on a one to one basis.

When a teacher has concerns the Assistant Principal responsible for safeguarding should be consulted.

Outside professionals are employed by the school to work closely with teachers to plan and deliver drugs education.

The Assistant Principal (Personal development) will lead on PSHE planning related to content involving issues related to substance use and abuse by pupils.

Delivery of Drugs Education

Drug education will be taught through the formal and informal curriculum, although the main vehicle will be the Vale Values curriculum in conjunction with science. The science department and AP responsible for PSHE/SMSC will plan the delivery of the drug education programme, so it is clear who is delivering which aspects, how and when. This ensures that there is not repetition or omission, but that topics are introduced and reinforced appropriately. The school also actively co-operates with other agencies to deliver its commitment to drug education and to deal with drug-related incidents.

Specific elements of Drug education are delivered through;

PSHE Curriculum

Students will know and understand:

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs
- Definitions of words: use, misuse, abuse, addiction, tolerance, dependence, overdose, withdrawal, adulteration
- Different categories of drugs including stimulants, depressants, hallucinogens, analgesics
- Different types of medicine (both prescribed and over the counter), legal and illegal drugs including their form, effects and risks. Information about drugs – appearance, effects, legal status
- The law relating to the use of legal and illegal drugs
- The effects of different levels of intake of alcohol

- People who can help students if they have concerns
- Dangers associated with particular drugs, mixing of drugs, particular moods and environments
- Drug policy in this country, including education, prevention, policing, penalties, treatment and rehabilitation

Students will be able to:

- Identify risks to health
- Cope with peer influences
- Communicate with adults, parents and professionals
- Make decisions and be assertive in situations relating to drug misuse

Students will have considered:

- The attitudes towards drugs in different sections of society
- Their attitudes towards drugs and the laws relating to them
- Themselves as a role model, and acceptance of responsibility for their own actions
- Taking responsibility for their own safety

Implementation

- Drugs Education is taught by members of the science department and form tutors. Year teams discuss and develop lesson plans, drawing upon a range of relevant resources supported by outside agencies as appropriate.
- When outside speakers/contributors are used to complement the work of the school there will be agreement on the content, learning outcomes, methods of evaluation, and any possible follow up work. The visitor's contribution will be incorporated into the programme of drug education.
- The approaches within the science department and within PSHE are distinct. The latter area places greater emphasis on the social context, whereas the science department takes a more biological approach.
- Within the school, subject teachers, form tutors and outside agencies will deliver INSET. Other agencies will also provide training and support e.g. Police and Health Promotion teams.
- Outside speakers/contributors will be given a copy of the school drug policy and any other relevant school policies prior to the visit, to ensure that they are aware of the ethos of the school, and how incidents are dealt with should any occur.
- For matters relating to inappropriate use of drugs, please read the Behaviour policy. In brief, the school will consider each substance incident individually and recognise that a variety of responses will be necessary to deal with incidents. The academy will consider very carefully the implications of any action it may take. It seeks to balance the interests of the student involved, the other school members and the local community.
- The discussion or promotion of drugs, in person, online or via social media, will be sanctioned in accordance with the behaviour policy and treated as a high level breach of the

academy rules. Any item found at the academy which imitates or mimics a substance or drug paraphernalia is a serious breach of the academy behaviour policy. Failure to disclose to a member of staff knowledge of a person in possession of a prohibited substance is also a serious breach of the behaviour policy. Permanent exclusion may be warranted when all other reasonable steps have been taken or because of the seriousness of the incident, examples of one off cases warranting consideration of permanent exclusion include supplying drugs, a student passing drugs to another student, bringing drugs into the academy, getting money from a student by extortion. Other examples would include students who repeat a drug related offence. All of the above breach our Behaviour Policy i.e. the Sanction Steps at the highest level.

Storage and Handling of Medication

The academy does not keep, or make available, over-the-counter medicines or remedies and academy staff are not obliged to administer any medicines to students. The school must be informed in writing of any medicines that a student may need during the school day or on the school premises.

The parents/carers of students prescribed medicines should inform the office manager, of the medication and the method and frequency of administration and, in some circumstances may request that the school administers it. School staff can administer medicines taken orally or by injection if necessary with specific training in the method of administering that medicine. In such cases the parent/carer must sign a medical consent form.

Students who need access to medication on a continuing basis e.g. asthma inhalers or ventilators, sickle cell treatment, or insulin for diabetics are allowed to bring their medication to school in suitable tamperproof containers. Where able to do so, they will be allowed to self-medicate.

If a student suffers regularly from acute pain such as migraine or menstrual pain, subject to school agreement, parents/carers should authorise the taking of paracetamol for their child with written instructions provided upon admission. A member of staff should supervise the student taking the medication. Staff in the main office keep a record of students given paracetamol.

The academy will not take responsibility for the administering of prescribed medicines if it has not been informed by parent/carers of the medical needs of a particular student or formally agreed to the administration.

Appendix 1: Sanctions overview

General points:

- All sanctions should be both recorded on Class Charts
- A sanction without parental contact will have little effect – whenever you sanction the expectation is you should contact home yourself.
- You should at all times exercise your professional judgement and use strategies to de-escalate situations.
- Sanctions at a teacher level have the most effect because the student sees that the teacher is taking ownership of the behaviour.

Examples of behaviour at different levels

Lists are neither exhaustive nor definitive

C3 Teacher Detentions (15-30 minutes)

- Lateness to school /lessons
- Incorrect uniform
- Lack of equipment
- No HW or HW well below standard
- Disruption of learning /incomplete CW
- Lack of focus in lessons
- Poor corridor behaviour

C3 Central Detentions (45 minutes)

- An incident that triggers a department relocation
- Rudeness or defiance towards a member of staff
- Repeated or serious disruption of learning
- Repeatedly late to school (x2 in a week)
- Repeated lack of engagement and focus in class
- Eating food around the school or throwing litter
- Inappropriate language; cussing other pupils; bullying
- Missing a teacher detention
- Poor behaviour in the community

C4 (RLI) Extended Detentions (1 hour)

- Refusing to leave a classroom when asked
- Outright defiance in the face of a simple instruction

Friday Leadership Detentions (1 1/2 hours)

- Any threatening or violent behaviour to your fellow students or staff
- Missing a central detention
- Failing a behaviour report
- Defiance towards a senior member of staff
- Repeatedly poor behaviour in the wider community
- Late 3 times in a week
- Missing a extended detention

- An accumulation of detentions

Internal Exclusion (minimum one full day)

- An accumulation of behaviour points for disruptive or defiant behaviour
- Failure to attend SLT detention
- Repeated bullying or threatening behaviour
- Continued and serious rule breaking, in despite of repeated interventions
- A single, serious incident (RLI) that a senior member of staff considers deserving of IE
- Rude, abusive behaviour towards a member of staff
- Pending an investigation into an incident

Fixed Term Exclusion

- See the school policy for the FTE process
- Extreme rudeness or threatening / abusive / violent behaviour towards a student / member of staff
- An accumulation of serious incidents
- Dangerous behaviour that jeopardises the welfare / safety of students and staff
- Behaviour, inside or outside of school, that brings the academy into disrepute

Permanent Exclusion

- Using or supplying drugs or alcohol
- Endangering the lives of others by bringing fireworks or other incendiary devices into the academy
- Possession of an offensive weapon, either inside or outside of the academy, irrespective of whether a threat is issued.
- Where a student is aware that one of their peers has a weapon onsite and does not alert staff this can also be considered grounds for permanent exclusion (See Appendix)
- Using school equipment as a weapon
- Physical assault towards a member of the academy or the public
- An accumulation of serious incidents over an extended period of time despite repeated formal warnings and interventions
- Continued refusal to follow sanctions put in place by school

Relocation / IE / FTEs

Relocation from the classroom is designed to ensure students' learning is never disrupted, they are all made to feel safe and secure and that our classrooms remain calm and orderly. The guidelines below are designed to help staff at DVHS know when to use the system.

There is no stigma attached to relocating a student and it should be seen as an integral part of our behaviour approach. Teachers will never be considered 'less strong' or 'not good at dealing with behaviour' for using relocation – there are times when we all need to do it. However, the system is not there for every minor infraction and it is essential for teachers to 'own' their own classrooms. Please ensure that you read the section on champion teacher techniques for further guidance about how to secure 100% compliance in your classrooms.

Departmental relocation: when to relocate to another classroom within your department

1) A student persists in disrupting learning, after you have:

- Given them a rule reminder
- Given them a verbal warning and written their name on the board, following the step system
- Moved their seat
- Issued a break/lunch time detention
- Then issued a central detention

However, where a student is rude or challenging when their disruption is being tackled, staff can move straight to a departmental relocation.

2) Rudeness to an adult or another member of the academy

Examples might be:

- Challenging the issuing of a verbal warning or talking back;
- Repeated refusal to follow instructions;
- Intimidating another member of the class.

Protocol when receiving a student for a department relocation

- Member of staff who requested the relocation logs a central detention on Class Charts and calls home
- Member of staff who requested the relocation sends work to the relocated area
- Member of staff receiving the student directs them to appropriate seat; quietly provides instructions to the student; and checks work has been completed
- Member of staff receiving the student informs staff who made the request and appropriate HOY of student's conduct in the relocation.
- Member of staff who requested the relocation has a reconciliation meeting during the central detention.

Red Line Incidents

Reasons to call for "On-call" support from Extended SLT

- refusal to leave the classroom, following departmental relocation;
- cursing or inappropriate gestures – particularly towards an adult;
- verbal aggressiveness towards a peer or adult;
- bullying or other harmful behaviour;
- threatening others – physical or verbal;
- destruction of another person's or Academy property;
- playing with fire alarms or extinguishers;
- vandalism;
- deliberate involvement in or instigation of conflict;
- sexually inappropriate behaviour;
- wilful disobedience or serious disrespect to an adult.

In the case of an RLI incident, teachers should contact the Pastoral Admin (3121) or reception and a member of staff will attend asap (normally within a matter of minutes). The teacher should enter details of the incident on Class Charts. Where further action may be required an incident report

should be completed by the class teacher and sent to the Head of Year. Refusal to attend the IE room will lead to a fixed term exclusion, which will be issued by the Principal. The student will do their time in IE on their return from the exclusion.

Expectations in the IE room

- Only SLT/HOY can sanction IE; teachers must contact home and explain reasons for the relocation
- HOY will visit the IE every day to check on their students
- HOY will evaluate reflection sheets and reports to examine and then file in student records
HoDs must have work updated every half term, including differentiated resources
- Staff informed of students who will be in the IE room the following day, must have specific work available by the following morning
- Staff on IE duty to ensure IE reports / reflection sheets are completed
- Staff must record on the IE report when students go to the toilet, normal expectations apply (not at whole school changeover points, except an emergency)
- If a student in the IE is not meeting the expectation of the IE room, SLT/HOY need to be informed **immediately** by on call
- Inappropriate behaviour in the IE room will lead to greater sanctions, which includes a fixed term exclusion
- Staff will **not** engage in general conversations with a student in IE - HOY/SLT have already spoken to the students who have been placed in the IE for the day and therefore there should be minimal conversation by other staff members with the students
- Staff who had an altercation with the student, which led to a full day in IE, must have a restorative meeting with the student the same day
- Staff must stay in the IE if they are on duty
- Admin team will collect reflections sheets/report sheets and give it to the HOY
- HOY will evaluate all reports/reflections and assess next steps with SLT
- Staff leave the IE desk neat and tidy
- Staff should never send a student to collect or give work back to a teacher
- Work completed by the students- students give it to their subject teacher directly after their time in the IE

Student expectations

- Student do not talk in the IE only when addressed by a member of staff
- Under no circumstances does a student talk to another student in the IE
- Toilet breaks will always be at the teacher's discretion and will be recorded in the report sheet
- Food for break will be collected before the academy's allocated times and lunch sent to the IE room
- Students must complete the work set - will be checked by the staff on duty
- Students will not be allowed to leave the IE room to collect work or to give work to a subject teacher
- Students, must never argue with the staff on duty about the reasons for their relocation – will lead to more severe consequences, such as fixed term exclusion
- Students that spend a day in IE sit an extended detention after school

Expectations for Fixed Term Exclusions

- Parents will be notified by phone and by letter
- Work will be sent with the student and work will be sent home
- The student does not come on the academy site when excluded, including the immediate area around the academy site
- The student must complete all work set and bring to the reintegration meeting
- The student must have a reintegration meeting with their parent/guardian and SLT member. If guardian/parent fails to attend meeting the student will be in the IE room until parent/guardian can attend
- The student will be on a minimum HOY report as part of their reintegration back into the academy

Defining a serious incident at DVHS

The following list provides examples of what constitutes a serious incident. The list is neither exhaustive nor definitive and members of staff may use their discretion so long as they are following the code of conduct.

- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances, including products which imitate such items, as well as legal highs.
- Where a student is aware that one of their peers has a weapon onsite and does not alert staff
- Bullying or other harmful behaviour
- Bringing 'outsiders' onto Academy property in order to threaten or create conflict
- Sexually inappropriate behaviour
- Threatening others – physical or verbal
- Cursing or inappropriate gestures – particularly towards an adult
- Use of racist / homophobic / sexist / religiously intolerant language
- Deliberate involvement in or instigation of conflict
- Verbal aggressiveness towards a peer or adult
- Wilful disobedience or serious disrespect to an adult
- Stealing on school premises or in the community
- Bringing the academy's names into disrepute by actions outside the academy, which includes verbal/physical abuse to members in the community
- Possessing stolen property
- Vandalism, including if wearing academy uniform whilst outside academy grounds
- Destruction of another person's property
- Consistently disrupting learning within a single lesson
- Playing with fire alarms or extinguishers
- Smoking or drinking alcohol
- Skipping class or truanting from school
- Cheating in a test or exam

Prohibited sexual harassment

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. All incidents of this nature are logged on the school CPOMs system which allows monitoring and tracking of such incidents.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “downblousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements

Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:

- Accessing, downloading or uploading pornography
- Sharing pornography via the internet or email
- Creating or maintaining websites with sexual content
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

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. Darwen Vale High School 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, matches, and;
- 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, and;
- 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.

School staff can search a pupil for any item if the student agrees. 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 pupil may have a prohibited item. Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the 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.

A member of staff carrying out a search:

- May not require a student to remove any clothing other than outer clothing, ie: any item of clothing not being worn wholly 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 in the course of 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.