



BELIEVE	IN A HEALTHY MIND AND BODY IN STRIVING TO BE THE BEST WE CAN BE IN RESPECTING EACH OTHER AND OURSELVES
GROW	THROUGH LEARNING IN HUMANITY AND KINDNESS THROUGH EMBRACING OUR OPPORTUNITIES
SUCCEED	IN MAKING OTHERS PROUD IN BUILDING POSITIVE RELATIONSHIPS IN BEING RESILIENT AND COURAGEOUS

Behaviour Policy

Version 7.21

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AIMS

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

ETHOS

Our ethos is summarised by three key words that highlight the school's values and core purpose. Everything we say and do as a school is grounded in *Believe, Grow, Succeed*. Through these standards we strive to empower our pupils into becoming self-aware, mindful young people who understand that their behaviour, and therefore their success, is their responsibility, and within their control. All staff and pupils are expected to behave in a responsible manner, showing courtesy, respect and consideration of our values.



CHRISTIAN ETHOS

We promote a Christian ethos of celebrating the uniqueness of every human being, developing pupils physically, mentally and spiritually whilst requiring tolerance and respect from all members of our community.

PURPOSE

The purpose of our policy is to:

- Promote a high standard of behaviour, self-discipline and an acceptance of responsibility for actions
- Fulfil the school's duty of care to pupils and staff
- Provide a consistent approach to behaviour throughout the school, with parental/carer involvement and co-operation
- Recognise, reward and encourage effort, achievement and positive behaviour.

GUIDELINES

This behaviour policy does not only relate to pupil behaviour on the school premises but any misbehaviour when a pupil is:

- Taking part in any school organised or school related activity
- Travelling to and from school
- Bringing the reputation of the school into disrepute
- Posing a threat to another pupil or a member of the public.

Our school is a place

- Where all pupils have equal rights to participate and learn
- Where staff can teach free from disruption
- Which is free from vandalism, where all feel safe and where the school environment is cared for
- Where those who work or visit can be happy.

BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against



Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Racial	Racial taunts, graffiti, gestures.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social media sites, messaging apps or gaming sites.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

ROLES AND RESPONSIBILITIES

The Behaviour Policy aims to promote an environment where everyone in the school community feels happy, safe and secure. As a community we accept that we have collective and individual responsibilities; school staff, pupils and parents/carers must work together to ensure that this happens. The school rules, the Code of Conduct and the Home/School Agreement provide a clear partnership between pupils, staff and parent/carers which is essential to support the development of pupil self-discipline and reflect the ethos of the school.

GOVERNING BODY

The Governors have a duty to set the framework for the school's policy. They ensure that this is communicated to pupils, parents/carers, that expectations are clear and do not discriminate. Governors will receive information termly about the number and nature of school exclusions as part of the school reporting cycle.

Parents/Carers

Parents/carers are expected to:

- Support their child in adhering to the code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school
- Sign the Home/School Agreement in the pupil planner
- Make their child aware of appropriate behaviour in all situations and in regard to pupils' expectations



- Encourage self-discipline
- Be aware of the school rules and expectations and support the school in implementing them
- Respond to the school's requests for meetings to discuss issues concerning their children
- Ensure that their children attend school, are punctual and have the correct equipment and uniform.

Headteacher

The Headteacher is responsible for:

- Promoting self-discipline and a proper regard for authority amongst pupils
- Encouraging good behaviour, respect for others and for striving to prevent all forms of bullying
- Securing a standard of behaviour in line with the ethos and expectations of the school and one that creates a positive learning environment
- Ensuring that the Behaviour Policy, including any changes, is made available to parent/carers.

The Senior Leadership Team

The Senior Leadership Team is responsible, on a daily basis, for ensuring all members of the school community are consistent in promoting high standards of behaviour, self-discipline, acceptance of responsibility for actions and a duty of care as outlined in the policy.

Heads of Achievement

Heads of Achievement are responsible, on a daily basis, for the consistent implementation of the behaviour policy across their year group. Heads of Achievement regularly monitor the behaviour data to initiate appropriate interventions and respond to recorded instances of inappropriate behaviour. All serious incidents, except for referrals relating to E-Safety, are passed to the HoA or designated Senior Leadership team member, if previous interventions have not been effective. Heads of Achievement discuss the profile of behaviour on a regular basis outlining interventions and responses.

CURRICULUM AREAS

Subject Leaders are responsible, on a daily basis, for ensuring that the whole school routines of the policy are systematically and consistently implemented within their subject area. Subject Leaders are responsible for monitoring how effectively the behaviour policy is being implemented within their subject area. Interventions, support and consequences are carried out in line with the whole behavioural referral framework.

STAFF AND PUPIL RESPONSIBILITIES

Pupil's responsibilities are:

- To follow the School Code of Conduct
- To check homework on Show My Homework
- To work to the best of their abilities and allow others to do the same
- To treat all others with respect
- To obey the instructions of all the school staff (teaching & support)
- To take care of property and the environment in and outside of school
- To co-operate with other pupils and adults



- To follow the 'Non-contact' policy of the school
- To behave in a manner outside of school which enhances our reputation
- To not eat or chew in any school building unless directed by staff
- To follow whole school routines.

Staff responsibilities are:

- To follow the school's restorative approach
- To treat all pupils fairly and with respect
- To provide a challenging and relevant curriculum that promotes effective learning and good behaviour
- To promote a culture of praise and reward that celebrates effort and success
- To use rules and sanctions clearly and consistently
- To teach positive behaviour for learning
- To be a good role model and follow whole school routines
- To foster good relationships with parents/carers and the wider community
- To fulfil their role according to Teacher Standards
- To supervise and monitor pupil's behaviour in corridors and around school
- To ensure homework is set on Show My Homework.

WHOLE SCHOOL ROUTINES

It is an expectation that all staff uphold these whole school routines to ensure consistent standards across the school.

Entry and exit from classrooms

- Staff meet and greet to welcome pupils in the mornings and at the start of lessons
- Pupils should not enter a classroom without an adult supervising (safeguarding)
- The pupil planner and pencil case to be on the pupil desk and pupils are sat in silence as the roll call register is taken
- When dismissing the class, pupils are stood behind desks in silence before leaving
- Pupils must never be dismissed before the bell has rung
- The classroom is left in a tidy condition and all equipment is turned off.

Corridors and staircases

All staff have a duty of care to ensure pupils move around the buildings safely and expect the following:

- Staff to be highly visible at lesson change
- Pupils to walk on the left in a calm and sensible fashion
- No pupils to be eating in any building unless directed to by staff
- Staircases are used correctly by all pupils
- Any incidents of unsafe/inconsiderate behaviour are reported to the HoA/SL for follow up action.

SLT (Senior Leadership Team), SLs (Subject Leaders) and HoAs (Heads of Achievement) have a responsibility to ensure these standards are monitored daily.



Out of class

- Pupils are not allowed to leave their lesson for any reason period 1, 3 or 5 unless they have a pass
- Pupils may only leave the classroom period 2, 4 if they have this noted in the pupil planner
- Pupils working at learning balconies must be monitored by a member of staff
- Staff are not allowed to leave a class unattended.

End of the school day

- Pupils may stay at school after 3.00pm only if supervised by a member of staff.
- Pupils in years 7-11 must leave the building by 4.30pm.
- DP6 students may stay until 5pm if supervised by a member of staff in the DP6 Area.
- Any pupil in the building after 4.30pm will receive a sanction. Failure to leave the building when asked by a member will result in an additional sanction.

Behaviour for Learning Expectations

We set clear expectations about how pupils behave during the various learning activities in the classroom so that all pupils can learn in a calm, focussed and academically rigorous environment. Conversations among pupils during lessons are not permitted unless it is specifically relevant to the task set by the teacher.

Teaching staff are responsible for setting the tone and context for positive behaviour within the classroom by creating and maintaining a stimulating environment that encourages pupil engagement.

Meet and greet: teachers will meet and greet pupils at the door (by standing by the corridor) at the start of lessons to establish a positive rapport and to create a purposeful start to learning.

End and send: teachers and pupils will end their lessons in a calm and purposeful manner by asking all pupils to stand behind the desks, wishing them a good day, giving praise and dismissing them in an orderly manner. Teachers should then dismiss pupils by standing at the door, ensuring pupils leave in an orderly and calm manner.

Pupils are responsible for following instructions at all times and engaging in learning in a positive way.

In order for pupils to learn effectively they should be alert, sitting up, actively listening and engaged in learning by tracking the speaker and asking and answering questions. These attributes are our baseline behaviours for learning, which are summarised into the acronym STAR.

Teachers are expected to begin their lessons reminding students of the STAR expectations and will remind pupils during lessons when aspects of STAR are not being met.



During lessons pupils are expected to follow STAR and the behaviour expectations

STAR: Behaviours for learning	Expectations
S - Sit up T - Track the speaker A - Ask and answer questions R - Respect those around you	1. Follow instructions first time. 2. Engage positively in learning. 3. Show respect to each other and our surroundings. Move around the school safely and calmly. 4. Wear full uniform at all times.

Upon entry to the classroom: pupils should enter the classroom quietly and when at their desks students place their coats on the backs of their chairs and their bags under their desks. Planners and pencil cases should be placed on the desk.

Completion of the 'do now' activity: pupils should independently and quietly begin the task awaiting them.

Teacher questioning: Teachers will call upon pupils to answer questions. Pupils should listen to one-another and not interrupt while the teacher or a student is talking.

If the pupil has a question or requires help: pupils should indicate this by raising their hand in silence. We encourage pupils to ask questions and to make constructive comments about the subject/topic.

Discussion based activities and paired work: often lessons will include activities where pupils are required to work in pairs or in groups. During these activities pupils should engage in discussions relating to the task set.

Independent work: most lessons will include a period where pupils are required to work independently on a piece of work. To support pupils' concentration, this should be done in a quiet focused manner. Pupils should aim to complete all work to the best of their ability.

INCLUSION TEAM

The Inclusion Team supports all pupils identified as having barriers to education. Pupils may be identified through the monitoring of the behaviour system, the Heads of Achievement, or in some cases other staff, outside agencies or parents and carers. Pupils requiring support are presented at the Inclusion Provision Meeting, where their provision is agreed, updated and reviewed. The Inclusion Team works closely with all school staff, parents and carers, and partner agencies to support pupils.

Inclusion pupils are streamed according to the level of input they need.

- Pupils who are accessing help above the universal level of need, but who are not a part of the Inclusion caseload e.g. pupils who receive counselling or have outside agency input such as Young Carers.
- Pupils who have been placed on a Support Plan following an internal or Fixed Term Exclusion and are timetabled for workshops or other support through Inclusion.
- Pupils who require weekly or daily support. They may need a de-brief or a cool-off occasionally.
- Pupils who need regular, time-tabled, personalised input from the Inclusion Team.

Inclusion pupils may take part in timetabled Inclusion workshops or similar intensive interventions.

The Inclusion Manager is responsible for:



- The coordination of all pupils who attend Alternative Provision.
- Overseeing effective management and recording of bullying incidents within the school community.
- Providing Behaviour for Learning support for staff.
- Strategies for individual pupils.
- Support for pupil in class – reintegration, part-lessons, long and short-term planning.
- Staff coaching – lesson visits/ action plans/ reviews.
- Anti-Exploitation Co-ordinator for the school.
- LAC Designated Teacher for the school.
- Attending return from exclusion meetings.
- Arranging meetings with parents whose children are on the admission list from local schools.

VULNERABLE PUPILS PANEL MEETING

A vulnerable pupil panel meeting takes place every week and is attended by the school's SENCO (Special Educational Needs Co-ordinator), School Attendance Officer, SLT Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, Inclusion Manager, LBBB Adviser and Administrative Assistant. All pupils identified as presenting behaviour concerns and/or as vulnerable are discussed. Intervention, support or required actions are monitored and reviewed. Actions are recorded on the school e-portal system /BROMCOM/ CPOMS (Child Protection Online Management System). Minutes from this meeting are shared with SLT and Heads of Achievement.

REWARDS AND SANCTIONS

Rewards are much more effective than sanctions in encouraging and motivating students and should be used as an incentive for success. Staff should always attempt to use the principles of Restorative Approaches (see page 12) and should not rely on the use of sanctions alone to resolve the effects of inappropriate behaviour. Failure to respond to Restorative Approaches Interventions may lead to sanctions being imposed. Sanctions will follow the behaviour pathway and will be proactive in amending pupils' behaviour.

USE OF REWARDS

Dagenham Park Church of England School recognises a key element in promoting good behaviour is setting standards. Young people respond to systems that recognise their difficulties and strengths and that reward good behaviour. Our use of **Believe, Grow, Succeed** aims:

- To raise pupil participation and achievement through recognizing the positive
- To promote self-motivation
- To recognise and celebrate pupils' academic, social and extra-curricular achievement
- To promote a positive Christian ethos
- To provide a systematic, coherent, agreed and understood system
- To encourage staff and pupils to set achievable, tangible targets and contribute to the development of achieving goals
- To promote good attendance and punctuality
- To contribute to the monitoring of pupil achievement
- To enable all pupils to receive recognition of their achievements.

Rewards should be used to encourage exemplary behaviour as well as academic effort and success.



To be a motivating factor and for the rewards to have currency in the eyes of pupil there should be clear, but wide-ranging criteria which would be worthy of reward including:

- Full attendance for a term
- Evidence that a particular skill or quality has been achieved or is improving
- Evidence that a particular whole school, year or department target has been met
- Prolonged or particular effort
- Prolonged or particular achievement in classwork/homework
- Assisting in school or out of school activities
- Representing the school in some capacity.

Believe, Grow, Succeed Standards

The Believe, Grow, Succeed standards may be awarded by any member of staff at any time. Instructions of how to award BGS can be found in the BGS folder in SharePoint.

The standards are to be awarded for good effort or achievement in individual pieces of classwork, homework or any other individual school activity.

As examples, a standard of *Believe, Grow or Succeed* may therefore be awarded for:

- A good example of classwork or homework
- A good result in a class test
- A contribution to a school magazine
- A contribution to an assembly
- Representing the school/school community

The main criteria are that the pupil has successfully met a challenge, either curricular or extra-curricular

The *Believe, Grow, Succeed* standards are recorded electronically. A letter is also sent home to inform the parent/carer.

Achieving the Believe, Grow, Succeed Standards

B1	Believe in a healthy mind and body	<input type="checkbox"/> Taking part in mindfulness activities (trips, workshops) <input type="checkbox"/> Participating in pupil voice (School Council, Debate Mate, surveys, reviews etc) <input type="checkbox"/> Being an ambassador for mental health <input type="checkbox"/> Representing your year / school in sport <input type="checkbox"/> Supporting each other - an act of kindness witnessed by a member of staff <input type="checkbox"/> Attending an area to avoid confrontation (Inclusion room, SEN room etc) <input type="checkbox"/> Making healthy lifestyle choices <input type="checkbox"/> Contributing to STEM club / eco club <input type="checkbox"/> Preparing for exams (showing commitment to studies by attending interventions and revision sessions) <input type="checkbox"/> Participating in Panathlon / D of E awards <input type="checkbox"/> Representing your form on Sports Day <input type="checkbox"/> Other _____
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B2	Believe in striving to be the best we can	<input type="checkbox"/> Demonstrating academic success/ commitment to learning <input type="checkbox"/> Being part of a winning team – form, year, school <input type="checkbox"/> Sharing out of school success with others <input type="checkbox"/> Showing sustained improvement in three school subjects <input type="checkbox"/> Contributing to/attending a university taster day <input type="checkbox"/> Exceeding targets (going above and beyond) <input type="checkbox"/> Being part of an out of school organisation <input type="checkbox"/> Improving attendance to school <input type="checkbox"/> Being a role model to others <input type="checkbox"/> Other _____
B3	Believe in respecting each other and ourselves	<input type="checkbox"/> Reporting bullying/actively challenging discrimination. <input type="checkbox"/> Recognising equality for all (eg LGBTQ) <input type="checkbox"/> Promoting equality around the school (pupil interaction with other pupils/adults) <input type="checkbox"/> Supporting others, in or out of class, with their learning <input type="checkbox"/> Managing effective self-control in a difficult situation <input type="checkbox"/> Learning from observing others – good virtues and manners <input type="checkbox"/> Being involved in peer mediation <input type="checkbox"/> Promoting positive behaviour for learning in class – kindness and consideration <input type="checkbox"/> Other _____
G1	Grow through learning	<input type="checkbox"/> Progressing through TAs <input type="checkbox"/> Using the library <input type="checkbox"/> Attending after school clubs <input type="checkbox"/> Improving grades in BTEC assignments <input type="checkbox"/> Participating in Maths Challenge <input type="checkbox"/> Participating in Peer mentoring <input type="checkbox"/> Reducing relocations and RESPITE events <input type="checkbox"/> Maintaining high attendance <input type="checkbox"/> Other _____
G2	Grow in humanity and kindness	<input type="checkbox"/> Helping with the Christmas Hampers <input type="checkbox"/> Being involved in Fundraising projects <input type="checkbox"/> Building links with other schools <input type="checkbox"/> Participating in Anti-Bullying Week / fund raising <input type="checkbox"/> Supporting your peers - an act of kindness witnessed by others) <input type="checkbox"/> Participating in Bandit Shed <input type="checkbox"/> Engaging in the Thrive Programme <input type="checkbox"/> Being a buddy to a new pupil <input type="checkbox"/> Other _____
G3	Grow through embracing our opportunities	<input type="checkbox"/> Representing the form in the School Council <input type="checkbox"/> Being a role model as form captain <input type="checkbox"/> Attending extra-curricular activities <input type="checkbox"/> Succeeding in work experience <input type="checkbox"/> Participating in school projects - Jack Petchey, charity events, Debate Mate etc <input type="checkbox"/> Speaking in/preparing year group assemblies <input type="checkbox"/> Being in a school production <input type="checkbox"/> Achieving high grades in TAs



		<input type="checkbox"/> Developing new friendships as a result of a trip, workshop, outside of school event <input type="checkbox"/> Helping at school events (e.g. Progress Evenings) <input type="checkbox"/> Other _____
S1	Succeed in making others proud	<input type="checkbox"/> Showing an act of kindness - an act that is witnessed by a member of staff <input type="checkbox"/> Adding value to the School council/Pupil Voice <input type="checkbox"/> Being an effective Anti-bullying ambassador <input type="checkbox"/> Participating in a school show (Music/Dance/Drama) <input type="checkbox"/> Having your work displayed for others to see <input type="checkbox"/> Caring for others outside of school <input type="checkbox"/> Mentoring younger pupils <input type="checkbox"/> Being involved in Christian mentoring <input type="checkbox"/> Engaging in Thrive Programme <input type="checkbox"/> Other _____
S2	Succeed in building positive relationships	<input type="checkbox"/> Achieving 100% attendance in one term <input type="checkbox"/> Overcoming personal adversity <input type="checkbox"/> Persevering with work/projects <input type="checkbox"/> Joining a club <input type="checkbox"/> Engaging with a mentor <input type="checkbox"/> Showing to others the enjoyment of school life outside of school studies <input type="checkbox"/> Being a role model to others - a positive attitude towards others <input type="checkbox"/> Building a strong working relationship with staff / other pupils <input type="checkbox"/> Tackling discrimination by showing support for others <input type="checkbox"/> Being someone that can help and support in troubled times Other _____
S3	Succeed in being resilient and courageous	<input type="checkbox"/> Participating in school clubs, sports day, fundraisers <input type="checkbox"/> Being determined to succeed where others may fail <input type="checkbox"/> Tackling an injury and still attending school <input type="checkbox"/> Demonstrating integrity in a school activity <input type="checkbox"/> Overcoming a personal/domestic challenge <input type="checkbox"/> Demonstrating the ability to cope when under pressure <input type="checkbox"/> Achieve a TA progress grade 1 in English and Maths <input type="checkbox"/> Speaking up and reporting a problem <input type="checkbox"/> Showing bravery and belief in justice if something happens to another person <input type="checkbox"/> Other _____

Achieve Bronze, Silver, Gold Award badges by achieving the BGS standards

One B1 one B2 one B3 = Bronze Award

OR one G1 one G2 one G3 = Bronze Award

OR one S1 one S2 one S3 = Bronze Award

One B1 one B2 one B3 + one G1 one G2 one G3 = Silver Award

OR one B1 one B2 one B3 + one S1 one S2 one S3 = Silver Award

OR one G1 one G2 one G3 + one S1 one S2 one S3 = Silver Award



One B1 one B2 one B3 + one G1 one G2 one G3 + S1 one S2 one S3

= Gold Award + BGS Award (polo shirt with BGS badge)

SUCCESS EVENINGS

These take place in the summer term. Pupils are nominated by departments to receive departmental awards for outstanding progress or achievement during the year. The evening is a formal occasion with parents invited and prizes/certificates are awarded by a departmental member. Form captains are also rewarded for their contribution to school life and an overall prize winner is rewarded for their overall contribution to curricular and extra-curricular activities.

END OF YEAR REWARD TRIP

This takes place in the summer term and rewards pupils from Years 7 – 10. Pupils are nominated by staff e.g. for exemplary behaviour, excellent teacher assessment grades or for sustained improvement in attitude and/or attendance. It is a trip paid for by the school as a thank you to pupils who are a credit to their school.

RESTORATIVE APPROACH AND USE OF SANCTIONS

Statement

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor infringements of the School Code of Conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Sanctions should involve where appropriate a restorative approach and an opportunity for repair.

The fundamental principles underlying the sanctions structure are:

- The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher.
- Sanctions should provide an opportunity for repair.
- The decision to sanction a pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of a member of staff.
- These decisions take into account any legislation relating to disability, SEN, race and other equality/human rights.
- A sanction must be proportionate. In determining whether a sanction is reasonable, it must take account of the pupil's identified needs or circumstances.

Aim

To develop a consistent pattern of restorative approaches and sanctions, which are known, understood and agreed to by all members of the school community.

Restorative Approach

The Restorative Approach will require all staff working with our pupils to be aware of the principles of restorative approaches, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the school community. The principles and use of restorative approaches will be a regular feature in the schools Continuing Professional Development programme both at the beginning of the school year and



where appropriate at other times. In addition to this a small team of staff have been trained to use the model to resolve more difficult problems, in a formal and structured manner. These staff have been trained to apply restorative approaches to conferences with the “Wrong doer and the Harmed”, with the aim of creating restoration and reparation between those involved.

The Restorative Questions:

What happened?

What were you feeling / thinking at the time?

What do you think / feel about it now?

Who has been affected by what has happened?

In what way?

What impact has this incident had on you and on others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

The questions are neutral and non-judgemental, they are about the wrongdoer’s behaviour and its effect upon others, and they are open questions which require an answer.

They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

How to use the Restorative Approach:

The Restorative Approach model can be applied in several ways, ranging from informal work in corridors and classes to formal meetings with the wrong doer and the harmed including groups of pupils.

Informal Restorative Chat – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but may include a follow-up. Individual member of staff takes initiative and leads process. This could take place at the end of a lesson, at break or in corridors.

Impromptu Restorative Meeting – informal conference that might not include formal preparation but should/may include a follow up action. Individual member of staff takes initiative and leads process.

Formal Restorative Meeting (any staff member) – formal conference that requires a log on e-portal, pre-conference preparation, debrief and a follow up session/sanction. Request for support can be made to the HoA/SLT link/Inclusion team for the students concerned.

Formal Restorative Meeting (HoA/SLT) – Requires formal pre meeting preparation, home communication, formal log on e-portal, a contract, and a formal setting a debrief after the conference and a follow up session. Referral for support can be made to the Senior Leadership Team for the pupils concerned.

All Restorative Approaches Interventions should be recorded as appropriate on e-portal.

Unsuccessful restorative meetings or refusal to take part:

Unless all have agreed to take part in the Restorative Intervention, it will not proceed; all must be willing participants. If during an intervention any of those taking part are unable or unwilling to proceed the intervention will close and an alternative resolution will be imposed depending on the nature of the behaviour



event.

If those involved fail to comply with expectations of the agreement alternative solutions including the schools' consequences may be applied to the wrongdoer.

Mobile Phones / Headphones / Headsets / Smart devices

Pupils must not use or show their mobile phones, headphones, headsets, or Smart devices once on school property. They may have their phones with them, but they must be switched off.

If these items are brought into school, pupils do this at their own risk.

Any mobile phone, headphones, headset, or Smart device seen by staff will be confiscated. Only the parent/carer will be able to collect a confiscated item from the main school office. The consequence for Refusal to hand over a mobile phone is one day in Respite.

Sixth formers may use mobile phones, headphones, headsets, or Smart devices in designated areas (6th Form area, café) only. Failure to do so will result in the item being confiscated.

PPE

Pupils are permitted to wear their own face mask on school premises. Hand sanitiser is permitted but may not be shared between pupils.

Jewellery

Key Stage 3/4 pupils are not permitted to wear jewellery except for a wristwatch and plain studs. Pupils will be instructed to remove jewellery and staff may confiscate items if necessary. Only the parent/carer will be able to collect confiscated jewellery from the main school office.

Sixth Formers are permitted to wear jewellery.

SANCTIONS AND CONSEQUENCES

Lateness to school

Pupils late without just reason receive a 30 minute detention the following day with the Head of Achievement.



Failure to attend = 1.5-hour detention with SLT.



Failure to attend = 1-day Respite

Addressing low level in class disruption

Class teacher



Use relocation system:

Remind - pupil of expectations. No further action required.

Warn – pupil they may be moved if behaviour does not improve. No further action required.

Move – Move pupil to a different seat in the classroom. Incident logged on e-portal by 4pm. No comment required.

Remove - Pupil sent to Relocation Room. Incident logged as a behaviour event on e-portal. 60 Minute detention with restorative conversation to be attended by end of following day with relocation team. Teacher invited to attend and hold restorative conversation.

Teacher rings the Relocation Room to inform of relocation

Teacher sends pupil to Relocation Room

Ring the parent to inform them of relocation and detention.

If unavailable inform Reception and a text will be sent.

'X tried to contact you today regarding your child's relocation. Please contact X asap.'

Enter the event and action onto E portal with reasons for warnings given

Support with restorative conversations can be arranged by SLT year group link or Inclusion Team



Relocation Room Staff

Enter detention into folder and pupil planner

Email Relocation event to Head of Subject and Head of Achievement

Conduct a restorative conversation with the pupil and complete form.



Head of Subject

Check in with the class teacher regarding phone call home of the pupil removed



Head of Achievement

Monitor relocation events and action as appropriate as per the Behaviour Policy

Failure to attend detention = set 1.5 hour SLT Detention



Pupils on Report

- Any staff member placing a pupil on report should phone home to inform parent/carers and record as a behaviour event on e-portal.
- Pupils sent to Respite by the same teacher on 3 or more occasions must attend a formal restorative meeting and be placed on Departmental report for 6 subject lessons to the SL. HoA will inform SL of this action.
- Pupils in Respite three times in one half term by different teachers will have a formal restorative meeting with HoA and 1 full day Respite.
- SL may place / be required to place a pupil on Departmental report following a Teacher Assessment.

Report Stages

Level 1 – Pupil placed on Departmental report for 6 subject lessons

This is monitored by the class teacher and signed by the SL at the end of the 6 lesson period



Level 2 - Unsatisfactory Departmental report = on report to form tutor (2 weeks)



Level 3 - Unsatisfactory form tutor report = on report to HoA (2 weeks)



Level 4 - Unsatisfactory HoA report = on report to SLT (2 weeks)

Parent/Carer meeting with HoA and SLT



Level 5 - Unsatisfactory SLT report = Formal Restorative meeting and 3 days Respite

HoA may place a pupil directly onto Stage 2 or 3 following a poor Teacher Assessment.

This will be recorded electronically.

Parent/Carer Communication

Staff are encouraged to contact parents/carers if there is a concern regarding pupil behaviour. All phone calls to parents/carers should be recorded on e-portal.

Staff who require support with parent/carers communication should seek support from the appropriate Head of Achievement or SLT year group link.

Detentions

Detentions related to homework / other non-behavioural events as below are the subject teacher's responsibility. These must be recorded electronically and in the pupil planner and are set by any member of teaching staff and support staff.

30 minutes detention set by subject teacher/ form tutor /support staff



Failure to attend = Detention set by SL/HoA



Failure to attend = parent contacted and detention re-set by SL/HoA



Failure to attend = SLT detention – parent contacted



Failure to attend = 1-day Respite

Examples of actions likely to result in a subject teacher/form tutor detention and/or restorative meeting

- Forgetting equipment
- Wasting lesson/tutor time
- Preventing others from learning
- Eating in class
- Misuse of ICT
- Poor effort in class
- Minor uniform issues e.g. not removing coat



SERIOUS OUT OF SCHOOL INCIDENT

Sanctions can be applied in circumstances when a pupil's misbehaviour occurs outside of school. Subject to the behaviour policy, teachers may discipline pupils for:

Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In the event of a phone call being made to the school before the start of the school day or after the end of the school day the following procedures should be applied:

1. The relevant Head of Achievement will be telephoned/radioed as the first point of contact and will then speak to a member of SLT to decide next actions.
2. If the Head of Achievement is not available, then a member of SLT will be informed of the phone call. The member of SLT will decide the next action. A rota indicating which member of SLT is on site until 4pm each day is kept in the main reception.
3. If it is a safeguarding issue the DSL will be informed as well as the SLT member.
4. The Headteacher will be informed of the incident and any next action.
5. If appropriate / relevant the incident will be referred to in school assemblies.

Examples of actions to be taken include:

- Attending the area of the incident accompanied by a member of staff to ensure the safety of others
- Contacting the parents/carers of the pupils involved to inform them of the incident and to request they send their child to school the following morning to give statements etc.
- Taking statements from all pupils involved and /or witnesses
- Contacting the appropriate agencies if it is a safeguarding issue
- Regardless of police involvement the school will issue a sanction if appropriate
- Advice can be taken from the police if they are involved in dealing with the incident
- The incident details, the actions taken, and sanctions must be logged electronically



SERIOUS IN CLASS INCIDENT

Examples of a serious incident in class include but are not limited to **swearing at a member of staff, fighting in a lesson, racist abuse, sexual misconduct (e.g. touching a pupil inappropriately), deliberate damage to school property**. In the event of a serious behavioural issue in the classroom the following procedures should be applied:

1. The teacher must send the pupil to the Relocation Room and call the Relocation Room to inform the member of staff.
2. Should the pupil not respond to this request; the teacher must again ring the Relocation Room.
3. The member of staff in the Relocation Room will contact the member of SLT 'On call' to collect the pupil.
4. Following any relevant investigation the next action will be decided by the HoA / SLT year group link. The Headteacher will be informed of the incident and any next action.

SERIOUS BREAKTIME INCIDENT

In the event of a serious incident occurring at breaktime the following procedures should be applied:

1. The relevant Head of Achievement will be the first point of contact and will inform a member of SLT.
2. If the Head of Achievement is not available, then a member of SLT will ensure the appropriate actions are taken.
3. If it is a safeguarding issue the DSL will be informed as well as the SLT member.
4. The HOA/member of SLT will be responsible for deciding the next action.
5. The Headteacher will be informed of the incident and any next action.

Examples of actions to be taken include:

- Attending the area of the incident to ensure the safety of others
- Contacting the parents/carers of the pupils involved to inform them of the incident
- Statements should be taken from all pupils involved and /or witnesses
- Contacting the appropriate agencies if it is a safeguarding issue
- **The school will issue a sanction if appropriate for example use of the behaviour pathway and supervision during break times for a fixed period**
- The onsite police officer will be involved if appropriate
- Advice can be taken from the police if they are involved in dealing with the incident
- The incident details, the actions taken, and sanctions must be logged electronically.

PREJUDICIAL OR DISCRIMINATORY BEHAVIOUR

Using any form of prejudicial or discriminatory language is not accepted at Dagenham Park Church of England School. This includes but is not limited to: racism, xenophobia, sexism, homophobia and discrimination based on religion or faith. We are clear that this directly contravenes our Shared Values. For consistency, the following procedure should be followed in instances where students use prejudicial or discriminatory language.

First Incident: A member of staff to hold an educational conversation with student about the origins/history of the language used and the impact that it may have on others. Encourage student to reflect. Dependent on the nature of the language used and whether it is directed at another person, a restorative meeting and/or appropriate sanction may be imposed.

Second Incident: If a student uses prejudicial or discriminatory language on a repeat occasion, an appropriate



sanction should be agreed. This could be a detention including a restorative meeting and appropriate education or use of the behaviour pathway. Parents/carers need to be involved in discussions about the seriousness of this behaviour.

If prejudicial or discriminatory language is used maliciously and/or in an extreme manner (whether first or second incidence) the pupil will be placed on the behaviour pathway.

Respite Room

The Respite Room is an in-school sanction that is authorised by HoA and/or SLT. Pupils are placed in the Respite Room for a range of behaviours.

Whilst in the Respite Room pupils will be expected to follow the respite expectations. They are isolated from their peers with a separate break time. Pupils in respite will receive a restorative meeting before returning to lessons.

The Respite Room day begins at morning registration and ends one hour after the end of the school day.

Parent/carers are contacted to inform them of the decision to place a pupil in the Respite Room. Any pupil who does not abide by the rules of the Respite Room will complete further exclusion time. Respite Room data is analysed regularly by HoA and SLT for the purposes of monitoring behaviour patterns. Activities done whilst in the Respite are decided by the staff managing the Respite Room, the HoA and SLT.

Any pupil placed in the Respite Room for 1 day or more will complete a Behaviour Reflection form which the Learning Mentor will discuss with the pupil prior to leaving the Respite Room (a repair and rebuild process) and is then kept by the HoA.

The Respite Room staff will feed back to the relevant HoA / the Inclusion Team, discussing any pupils who have raised concerns whilst in the Respite Room, either for inappropriate behaviours, lack of compliance or emerging vulnerabilities. These pupils will be interviewed by a member of the Inclusion Team and a Support Plan (pupils in Respite for 3 or 5 days) may be created.

Examples of actions likely to initiate RESPITE for up to 5 days

- Physical assault against a pupil
- Damage to school property including graffiti
- Bullying
- Theft
- Racist/sexist/homophobic comments
- Persistent Relocations, detentions or failure to attend detentions
- Unsatisfactory report to SLT
- Verbal abuse / threatening and aggressive to other pupils.

SUPPORT PLAN

A Support Plan may include, but not be limited to, the following:

- Monitoring report
- Subject specific targets
- Behaviour specific targets
- Referrals to counselling, mentoring, Thrive, sports, arts etc
- Inclusion Team Workshops



- Inclusion Team Key Worker
- Referrals to Alternative Provisions

A Support Plan will be agreed and signed by the pupil, parent and school and a review date will be set to measure the progress made in meeting the targets set.

Suspensions / 2-week respite provision in a partner school

These are set at the discretion of the Headteacher if all previous sanctions or interventions are unsuccessful or if a major safeguarding issue has arisen. The Headteacher will make the decision for a pupil to either receive a suspension or undertake a period of 2 weeks respite at one of their partner schools in the borough as an alternative. This will be decided by the Headteacher in conjunction with Senior Leadership.

Following a suspension / 2-week respite provision a meeting is held with the parent, and a Support Plan may be completed.

Examples of actions likely to initiate a Suspension

- Three Respite events in one term (full days only)
- Sexual misconduct
- Verbal abuse / threatening behaviour against an adult
- Physical assault against an adult
- Racist / sexist / homophobic abuse
- Drug and alcohol related incident
- Behaviour causing a health and safety risk e.g. deliberate coughing over others / spitting
- Serious vandalism
- Carrying a potentially dangerous weapon

This list is not exclusive and there may be other incidents which may initiate a Suspension. This will be decided by the Headteacher.

Examples of actions likely to initiate Permanent Exclusion

The decision to permanently exclude a pupil will be taken in response to a serious breach, or persistent breaches, of the school's Behaviour Policy. The Headteacher may consider a serious breach from the following:

- Serious actual or threatened violence against another member of the school community
- Sexual abuse or inappropriate sexualised behaviour
- Being in possession of, under the influence of, or supplying an illegal substance
- Carrying an offensive weapon
- Behaviour which could seriously harm the education or welfare of pupils in the school
- Absolute refusal to follow reasonable requests by staff
- Behaviour which could adversely affect the reputation of the school

The Governing Body is involved in all fixed term and permanent exclusions.

The Behaviour Pathway

All pupils move through the following stages, each time they are internally or externally suspended.



A pupil's position on the Pathway is reviewed at the end of terms one and two, following which appropriate actions will be taken, for example the introduction of a support plan.

At the end of the academic year a final review establishes the stage for each pupil in the following year. Parents/carers will be informed by letter.

Level	Details	Staff response
1	Respite 1 day	Parent informed and recorded electronically
2	Respite 2 days	Parent informed and recorded electronically
3	Respite 3 days	Parent meeting with HOA and AAHT - Support Plan initiated
4	Respite 5 days	Parent meeting with HOA, AAHT and Head of Inclusion - Support Plan initiated
5	Respite 10 days	Parent meeting with HOA, AAHT, Head of Inclusion and SLT Link - Support Plan initiated
6	Respite 10 days at another school	Parent meeting with HOA, SLT Link/Assistant Head Teacher Pastoral and Head of Inclusion - Support Plan initiated
7	3-day fixed term suspension	Parent meeting with HOA and Assistant Headteacher Pastoral and Head of Inclusion - Support Plan initiated (monitoring report for 2 weeks)
8	5-day fixed term suspension	Parent meeting with HOA, Head of Inclusion and Assistant Headteacher Pastoral and Deputy Headteacher Pastoral – Support Plan initiated (monitoring report for 2 weeks)
9	10-day fixed term suspension (supervised education from the sixth day of a fixed-period suspension will be arranged)	Parent meeting with Head of Inclusion, SLT and Headteacher (Parents may request a meeting with the Governors)
10	0-45 day fixed term suspension (discretionary— maximum of 45 school days in a single academic year). If the suspension takes the pupil's total days above 15 for a term, Governors must convene a meeting to consider reinstatement within 15 days of receiving notice of the suspension.	Parent meeting with Headteacher and 3 School Governors
Final Stage	Permanent exclusion (only to be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school)	

The grid is a guide – pupils may be suspended without having gone through stages 1 – 6. The Headteacher will make this decision.



DP6 EXPECTATIONS

At DP6 we follow expectations laid out in 'The DP6 Way'. This enables students to be a success. By following 'The DP6 Way' students are Ready, Respectful and Safe!

The DP6 Way

The DP6 way is 'if you're on site you're studying'.

The DP6 student has excellent attendance and punctuality and shows high levels of concentration and focus which improves their performance through study and repeated practise.

The DP6 student completes a range of study activities which may include wider reading, Future Learn Courses, homework, revision using SP resources, PLC's, past papers and asking for study resources.

The DP6 student takes pride in the presentation and organisation of their work in their folders, is always equipped for lessons and strives to achieve or exceed their MEPG.

The DP6 student contributes to discussion and is an articulate presenter.

The DP6 student takes every opportunity offered to them.

The DP6 student appreciates keeping the study area quiet and conducive to study, conducts themselves quietly around the school and creates tidy, safe learning spaces where everyone feels they belong.

The DP6 student is a Mature Polite Role Model who is honest, respectful and kind to others and always follows the Dress Code.

The DP6 students foster good relations between people with a protected characteristic and those who do not share it.

The DP6 student goes 'over and above!'.

DP6 Rewards

At DP6 we hold termly rewards assemblies for students. Here, students are rewarded for a range of different positive aspects which consider what students have demonstrated not just academically but holistically. The Purple lanyard is one of the most highly regarded rewards in DP6 as it indicates that a student has exceeded expectations in their assessments demonstrating excellent progress in all subjects. We also hold an end of year Celebration Evening to which parents are invited. Here we award many prizes and rewards to our DP6 students for their many achievements academic and non-academic throughout the year. The most prestigious of which are the Scholars Award for Wider Reading and the Head Teachers Award based on nominations from the staff.

At DP6 our ethos is to encourage and enable every student to:

Believe in themselves, ***Grow*** through learning and ***Succeed*** in life beyond sixth form



Believe	Grow	Succeed
<p>Believe in a healthy mind and body</p> <ul style="list-style-type: none"> Join and attend the gym Participate in Duke of Edinburgh Volunteer to help run Sports Day Join a DP6 sports Team Select Sport for DP6 Enrichment Select Cookery for DP6 Enrichment Debate Preparing for exams (showing commitment to studies by attending interventions and revision sessions) <p>Believe in striving to be the best we can</p> <ul style="list-style-type: none"> Achieve a Purple Lanyard Award Become Head Boy/Girl/Prefect Attend and appreciate all DP6 Seminars Be a Role Model Attend University taster days/summer schools Have outstanding attendance <p>Believe in respecting each other and ourselves</p> <ul style="list-style-type: none"> Demonstrate Excellent Dress Code Excellent Engagement with DP6 Aspiration and Work Related Programmes Reporting bullying/actively challenging discrimination. Recognising equality for all (LGBTQ focus) 	<p>Grow through learning</p> <ul style="list-style-type: none"> Achieve DP6 Gold, Bronze or Silver Award Maximise conscientiousness in Study Area Engage with and appreciate presentation Topics by Guest speakers and Universities Make good progress through VIMA Do regular wider reading Interact with news and media Gain grade 1 for Effort in all subjects for a VIMA Get the 'best folder' award. <p>Grow in humanity and kindness</p> <ul style="list-style-type: none"> Be Philanthropic/take an active role in DP6 social action week/DP6 fund raising/DP6 Volunteering for charities Select Teaching Assistant, Champion Readers, Young Interpreter or Science Mentor as DP6 Enrichment Contribute to Christmas Hampers Read at Eucharist Assemblies Attend Christian fellowship Enrichment <p>Grow through embracing our opportunities</p> <ul style="list-style-type: none"> Attend all DP6 opportunities offered such as trips/programmes Volunteer for a DP6 related workshop Attend Aim Higher Career Pathways 	<p>Succeed in making others proud</p> <ul style="list-style-type: none"> Be accepted into a Russell Group or Top Third University Be accepted onto a good Apprenticeship Gain a work placement or employment offer Make high profits in your groups 'Company or Teams project' Excel in the 'work related experience' project Caring for others outside of school Mentoring younger students Showing an act of kindness - an act that is witnessed by a member of staff <p>Succeed in being resilient and courageous</p> <ul style="list-style-type: none"> Deliver a speech to an audience Complete PLC's after VIMA which highlight weak areas to improve upon 'face you fears!' 'Don't be a flea!' strive in your efforts to get the best results possible – be ambitious and exceed MEPG in VIMA. Use silent study time effectively Explore a wide range of revision techniques Be motivated and use your time effectively <p>Succeed in building positive relationships</p> <ul style="list-style-type: none"> Sign up to C Card Volunteer to help at school evenings such as DP6 Open evening or Induction Day Showing to others the enjoyment of school life outside of school studies Being a role model to others - a positive attitude towards others



<ul style="list-style-type: none"> • Promoting equality around the school (student interaction with other students/adults) • Supporting others, in or out of class, with their learning • Managing effective self-control in a difficult situation 	<ul style="list-style-type: none"> • Attend Seminars • Have excellent attendance to enrichment activities 	<ul style="list-style-type: none"> • Building a strong working relationship with staff / other students – attending revision sessions • Tackling discrimination by showing support where others need it • Being someone that can help and support others in troubled times • Achieving 100% attendance in one term • Overcoming personal adversity
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All staff at DP6 reward students who demonstrate this ethos and there are numerous ways for students of DP6 to do this listed here. Students are rewarded according to the amount of BGS referrals made by staff.

DP6 Sanctions

At DP6 students can expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor infringements of the School Code of Conduct and 'The DP6 Way'. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. There are 4 stages in the DP6 sanctions (please see the DP6 Code of Conduct for more information).

The power to search pupils

In line with the DfE guidance 2011 the following applies

<http://www.education.gov.uk/aboutdfe/advice/f0076897/screening-searching-andconfiscation>

With consent

Pupils can be searched *with* their consent for any item. Only the Headteacher and a senior/middle leader may do this in the presence of a witness.

Without consent

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions *without* their or their parent/carers consent for any item they suspect the pupil has which is banned under the school prohibited items list in order to safeguard the safety and wellbeing of the school community.

Only members of staff of the same gender as the pupil may carry out a search and will do so using appropriate PPE.

The School's SSO (Safer Schools Officer) may perform weapon sweeps of identified 'hotspots' within and outside the school boundaries. The SSO will perform after school patrols in partnership with school staff to ensure pupil safety (refer to Safer School Partnership Protocol).

Prohibited items include

- Knives and weapons, dangerous implements
- Alcohol



- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, matches, lighters, shisha pipes, vapes, (e-cigarettes)
- Fireworks, toy guns, cans or glass bottles, aerosol sprays, laser pens,
- Pornographic images, offensive or adult publications,
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Electric scooters
- Energy drinks

Any non-permitted item found by a member of staff will be confiscated and not returned.

Use of reasonable force

Rarely do teachers have to intervene physically to reinstate control or restrain a pupil. Parents/carers need to be aware that school staff have a legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property or from causing disorder. 'Reasonable' means using no more force than is needed. School acknowledges that considerations and adjustments need to be made for pupils with disabilities or special educational needs. If reasonable force is used the incident is logged and a full investigation is carried out by a member of the school leadership team. Examples of where reasonable force may need to be used is where a member of staff may need to physically separate pupils who are fighting, where pupils refuse to leave a room when requested or where a member of staff or pupil may be at risk of physical injury if the situation deteriorates. See DfE website for guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Allegations against a member of staff

Allegations of abuse will be taken seriously and dealt with quickly in a fair and consistent way providing protection for the child and support to the person who is the subject of the allegation.

The school will work in line with the Local Authority and within safeguarding protocols to ensure any allegation is investigated appropriately and does not unnecessarily compromise the person subject to the allegation. Suspension will not be used as an automatic response when an allegation has been reported.

Pupils who are found to have made false allegations may face temporary or permanent exclusion as well as referral to the police if there are grounds for believing a criminal offence has been committed. Further details can be found in the School Safeguarding Policy.

Staff training

The Headteacher and the Governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

This policy has been developed through a process of consultation including:

- Governors
- Senior Leadership Team
- Heads of Achievement
- Subject Leaders



- Pupils

The policy has been approved by the Governing Body of the School and will be reviewed annually. A report will be presented to Governors on an annual basis.

CODE OF CONDUCT SUMMARY

1. Code of Conduct

Our expectations of pupils in lessons, around school and travelling to and from school are outlined in the School Code of Conduct. Sanctions will be applied if the Code of Conduct is not followed.

2. Code of Conduct on school premises

- Speak politely to everyone
- Be respectful and mindful of the school environment
- Look after your school
- Wear the correct school uniform
- Adhere to the 'Non-contact' policy of the school
- Posters and signs can be displayed only with permission from a relevant member of staff (HoA or class teacher responsible for displays)
- Peaceful protests must be agreed in advance with HoA and SLT year group link these must not cause disruption to lessons
- Electronic communication and wireless devices are not allowed on school premises at any time.
- No chewing gum
- No eating in any building except the dining halls and outside areas unless directed by staff
- No hoodies, tracksuit tops, trainers, caps, bandanas to be worn on school premises
- No facial piercings or jewellery except for a wristwatch and plain stud earrings
- No fake nails

3. Code of Conduct in Class

- Attend every lesson and arrive on time
- Planner and pencil case on the desk at the start of every lesson
- Bring all the equipment you need in a suitable bag
- Begin and end the lesson in a polite and orderly way
- Listen carefully and follow instructions
- Work hard and ask for help if you need it
- Help each other when it is appropriate but don't distract or annoy anyone.
- Be sensible always
- Complete your work as well as you can and hand it in on time
- No eating or drinking except for water



4. Home-School Agreement

(a) School responsibilities

The school will:

- Provide a safe and stimulating environment for your pupil in which every pupil is helped to develop spiritually, morally and emotionally as well as academically
- Ensure adequate opportunities for hand sanitisation during the school day
- Ensure that your child fulfils his/her potential as a learner and as a member of the school community
- Offer a broad and balanced curriculum to pupils of all abilities
- Encourage all pupils to take responsibility for their own actions, feel proud of their achievements and enjoy being a pupil at the school.
- Keep you informed about your child's progress.
- Inform you if there is a problem with your child's attendance, punctuality, behaviour or uniform.
- Insist that all pupils observe the school's behaviour and anti-bullying policies.
- Set and mark regular homework and provide suitable facilities for homework to be done at school.
- Keep you informed about school activities through the school website.

5. Pupil's responsibilities

- Comply with reasonable requests and instructions from all members of staff
- Attend school regularly and on time
- Arrive at lessons on time with the appropriate equipment for each subject
- Always act in a manner that protects the health and safety of both me and others
- Understand that all pupils have a right to learn, and therefore disruptive behaviour in lessons or behaviour that disrupts the lessons of others cannot be tolerated
- Work hard in order to meet all course requirements and deadlines, and complete homework on time
- Behave in a responsible way in school and when travelling to and from school and when representing the school outside of school e.g. trips.
- Be aware that any form of bullying, including cyber bullying, or the attempted intimidation of any member of the school community will not be tolerated.
- Treat all members of the school, visitors to the school and members of the local community with respect.
- Respect other people's property
- Share responsibility for the school environment by looking after school property, books and materials, and help our school to remain free from litter.
- Inform an appropriate adult if there are any concerns relating to my progress in school.

(b) As a parent/carer

I will agree to:

- Take an active interest in all aspects of my child's school life
- Ensure that my child attends school in correct uniform, regularly, on time and properly equipped.
- Communicate to school all relevant information which may affect my child's work or behaviour
- Notify the school if, for any reason, my child cannot attend.
- Not arrange holidays during school time.



- Encourage my child to follow the school's behaviour policy and support associated action taken by the school.
 - Ensure that my child is aware of the consequences of bringing any item onto school premises which has not been permitted by the school.
 - Inform the school of any concerns or problems that may affect behaviour or work.
 - Support my child with their homework, provide suitable facilities at home, and encourage my child to make the required effort to succeed.
 - Do my best to attend parent's evening and other meetings at which my presence is requested.
 - Regularly check the school website.
 - Work with the school to resolve any concerns about my child's learning.
 - The one-way system and keeping to the left must be observed at all times
- **If you fail to follow these expectations, you will be isolated / sent home / excluded as per the terms of the Behaviour Policy of the school.**

5. Links with other policies

This policy links to the following policies and procedures:

- Health and Safety Policy
- Teaching and Learning Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct Policy



Appendix 1. The Respite Room: Routines and Procedures

The aims of the Respite Room are:-

- To improve the behaviour of pupils
- To reduce the number of fixed term exclusions from the school
- To encourage pupils to take responsibility for their own behaviour
- To support the school's policies on behaviour

Pupils who seriously breach the school's reasonable expectations of appropriate behaviour and **whose behaviour is deemed to prevent the effective learning of self and/or others** will be placed in a the Respite Room. The decision to place a student in the room is to be taken by a Head of Achievement or any member of the Senior Leadership Team.

There is a telephone, radio and computer for staff use in this room.

Pupils will be given work to complete. Work Books with appropriate content for the pupil's abilities are provided by Subject Leaders.

Parents/carers will be informed by the school when a pupil is placed in the room and the opportunity for an interview at the end of the pupil's placement will be given to parents to discuss the pupil's integration back into mainstream classes. Pupils who fail to improve their behaviour using this sanction or refuse to attend the Respite Room will be discussed with the Deputy Head Teacher with a view to a fixed term exclusion from the school. Pupils will attend the Respite Room for one day on their return from exclusion.

The use of the Respite Room will be regularly reviewed by the Assistant Head Teacher with responsibility of the Respite Room.

PROCEDURE FOR STAFF SUPERVISING THE RESPITE ROOM

Pupils are escorted to the Respite Room by the HOA by 9am.

Staff should arrive on time and must not leave until the next member of staff has arrived. At no time must the Respite Room be left unattended.

Supervision staff to follow guidelines, available in the Respite Room folder.

Pupils must only be allowed to visit the toilet during the lesson (not during the normal break or lunch time).

Pupils will have a record/log of their attitude/behaviour and response during the day. For each period of the day that their response is good they can reduce their time in the Respite Room at the end of the day by 5 minutes. The end of the day for pupils in the Respite Room is 4.00pm.

Pupils must not be allowed to have contact with any other pupils during their time in the Respite Room.

Staff should only speak to pupils in order to give out instructions in a calm, clear and quiet manner. Staff must not be tempted to talk informally to the pupil(s) except for a greeting on entry.

Any concerns regarding the pupil's behaviour each session must be recorded on e-portal.



All pupils in the Respite room will complete a 6W Form that identifies what they have done wrong and how they can improve their behaviour and put right their difficulties. This will support the school ethos of Restorative Approaches. This will be passed to the relevant Head of Achievement.

If a member of staff supervising the Respite Room has a problem, the radio should be used to contact HoA or SLT for assistance.

Any pupil who is in respite for more than one day should be invited to a thrive session during their time in the Respite Room.

Appendix 2. Guidance to Staff 'On Call'

Aim of On Call:

'On Call' is the support available to all staff at Dagenham Park School to ensure that they can teach effectively and that pupils are given the opportunity to learn. If an incident occurs that compromises the adults ability to teach or for the pupils to learn it is appropriate to request the member of staff 'On Call' to help resolve the problem. The problems could be the result of inappropriate behaviour of a pupil(s) but could equally be another problem, such as an unwell student or member of staff or burst pipe.

When an On Call incident involves a pupil the 'On Call' staff member should determine whether the pupil should return to class.

Principles of 'On Call':

A timetable of when staff are 'On Call' is published and kept in reception.

The duty is for the full duration of the lesson and staff should be contactable by radio. The member of staff should ensure that their radio is tuned to the correct channel and the radio is working.

The member of staff should then ensure that corridors are quiet and that pupils move to their lessons promptly. Pupils can/should be escorted to their lessons if they are found in corridors without a valid reason and/or signed planner.

Visibility and patrolling of the corridors throughout the duration of the lesson will prevent problems occurring and will ensure that pupils and staff are aware of the supportive presence.

The student desk or relocation room will inform the member of staff on duty if they are required urgently giving a venue where they are required and what assistance required, (this can be difficult sometimes as you may be summoned for assistance in two different locations at a similar time). Staff should seek support from the pastoral team and/or prioritise if required at more than one location and advise the student desk of their intended destinations and give the order in which they will respond.

On arriving at the location, the 'On Call' member of staff should ask the adult requiring assistance for the details of difficulties, the 'On Call' member of staff should assess the difficulties and decide an appropriate response.

It is important that incidents involving pupils are logged on e-portal. We use this information to ascertain patterns of behaviour, areas of difficulty for staff and pupils. If you identify that you are attending the same lesson for the same pupils on a regular basis, please refer the matter to the SLT link for the year group so that they can provide a more permanent and positive solution basis (i.e., arrange for some Restorative Approaches, communicate with parents and carers, provide pastoral support, etc).



Behaviour incidents that may constitute use of 'On Call':

This is a very serious incident that will culminate in a serious sanction. It includes:

- Serious defiance/disruption. This includes where departments have tried to resolve the situation unsuccessfully through using the relocation system
- Abusive language directed at a member of staff
- Fight/physical assault
- Theft/damage of property
- Student endangering themselves or others
- Possession of banned item

Appendix 3. Guidance on taking statements

In the case of a serious behaviour incident statements should be taken from all pupils involved including witnesses using the following procedures:

- Statements should be written under the supervision of HOAs and/or SLT/ASLT
- The DP Statement Form should be used, additional sheets may be included where necessary
- Pupils may write statements themselves or request that a staff member writes for them
- The statement should be dated and signed by the pupil and staff member supervising
- Where appropriate additional statements may be gathered by staff witnesses. These should be dated and signed/name added electronically.

