



DEVONPORT HIGH SCHOOL FOR GIRLS

BEHAVIOUR FOR LEARNING POLICY INCLUDES HOME SCHOOL AGREEMENT

Named person: Mr A Thomas

Category: Statutory

Review: Annually or when there are significant changes

Date to be reviewed: Summer 2026

This policy has been reviewed with regard to the work/life balance of staff.

Ratified by the Trustees on: 20/01/2025

Behaviour for Learning Policy

This policy pays due regard to the Equality Act 2010, Keeping Children Safe in Education 2024, the SEN Code of Practice 2014, the DfE Behaviour and discipline in schools advice for Head Teachers and school staff document published January 2016, Behaviour in Schools January 2022, the searching, screening and confiscation advice for Head Teachers, School Staff and Governing Bodies January 2022 and the sexual violence and sexual harassment between children in schools and colleges December 2017. Behaviour for Learning at DHSG forms part of the wider School commitment to outstanding learning in every classroom. The purpose of this policy is to facilitate and enable effective learning. Accordingly, this policy should be read in conjunction with the School's Education Policy.

We believe that each student has the right to learn in an environment that is underpinned by inclusive and compassionate principles that are beneficial to the well-being of all children. High levels of nurture and empathy, with containment and structure, support children to feel safe. Children need clear boundaries, predictable routines, expectations and regulated responses to behaviour. These factors provide our route map for a trauma informed and relational approach. Good behaviour is essential for good teaching and learning to take place. The teacher, when planning lessons must take into consideration any needs or requirements the student may have to maximise their learning experience and all students will be supported to develop effective Learning Skills.

Our key principles for supporting behaviour for learning are:

- **Developing Relationships**
This involves building relationships, supporting inclusion and setting and maintaining boundaries with empathy.
- **Responding and Calming**
Using relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills and plans to manage crisis.
- **Repairing and Restoring**
Using restorative conversations as part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm and to support change.

Teachers are professional practitioners; it is recognised that their methods and approaches will vary. The school embraces personalised and inspirational learning and teaching. The school does, however, place great emphasis on the importance of consistency across the school; thus it follows that consistency of approach in implementing this Behaviour for Learning policy is essential in order to ensure progression for all our students.

Students at DHSG should:

- feel safe
- feel they are listened to
- be treated with dignity and respect
- be able to learn to the best of their ability
- be valued as members of the School community
- have any specific educational need/s supported

The School aims to provide a safe, secure, supportive environment where students can learn to the best of their ability, and where teachers can teach to the best of their ability. We firmly believe that students respond best to praise and positive incentives, and the basis of our behavioural approach is always to look for the good in students. To this end, we place great emphasis on rewards and the recognition of success.

There is no justification whatsoever for bullying behaviour and it will not be tolerated in any form; it will be repudiated in every instance. Child on Child abuse and sexual harassment and harmful sexual behaviour of any nature, will be thoroughly challenged and the DSL involved (see Safeguarding and Child Protection Policy).

Effective behaviour policies separate the child from the behaviour. They say 'we want you – we do not want this behaviour'

Aims

- To promote a positive learning environment throughout all areas of the school, ensuring learning can be effective and students and staff feel safe, secure and respected.
- To ensure the time for learning is maximised, low level disruption is not tolerated.
- To provide support to staff through appropriate training to ensure that there is a consistent approach to behaviour across the school.
- To ensure that students recognise that they are responsible and accountable for their behaviour, and they make clear choices regarding their behaviour.
- To ensure students recognise that there are clear and inevitable consequences for their behaviour, both positive and negative.
- To ensure that students, parents/carers, staff and Trustees are fully aware of:
 1. the expected behaviour of students both in lessons, around the School and on trips or other situations when representing the school.
 2. the clearly defined and sequential rewards for good behaviour and responses for poor behaviour.
- To communicate with parents/carers quickly where significant positive or negative intervention has taken place.

Relational Approaches in the classroom

Be a source of safety and security. Be mindful of projecting a sense of safety through your voice, tone, facial expressions and body language. Be a source of security by providing regular, reliable and predictable attention for those most in need.

Know your students. Make sure that you are aware of any additional needs and any potential triggers for stress of the students you teach. Let them know that you are interested in them by listening to them, giving them attention and letting them know that you hold them in mind. Provide opportunities for connection within the classroom.

Manage transitions. For many students, transitions are a source of stress. Greet students at the door, use routine and structure to manage the start and end of lessons and any transitions within the lessons.

Manage change. Change can be a stress trigger for many students. Pre-warn of change or novelty, such as a cover teacher taking the lesson or a special activity which involves a change in routine.

Make language accessible. Not being able to understand what is expected is a major contributor to anxiety and stress in the classroom. Simplify and rephrase language, supplement with visuals and show students what to do as well as telling them and always check understanding.

Make learning accessible. Provide adaptive, alternative and personalised learning to meet specific need so that all students can be involved in learning.

Manage peer relationships and support social inclusion. Consider how students are grouped in terms of where they sit and who they work with. Support students to develop peer relationships and teach students how to learn together. Support students who may be vulnerable to social exclusion to connect with others.

Manage the environment. Sensory sensitivities can trigger physical dysregulation for many students, particularly those who have experienced trauma or have a diagnosis of Autistic Spectrum Disorder (ASC). Where possible manage distractions, noise and crowding so as not to overwhelm the child. Consider student's seating position to ensure they are in a position which means that they are able to focus their attention without distraction.

Recognise when students are becoming stressed and regulate them. When students become anxious or stressed how the adults respond can make the difference between the stress escalating further or calming down. Use regulating responses to deal with low level anxiety or disruption (providing safety, empathy and making agreements).

Repair and restore relationships. Use restorative discussions and meetings in order to support understanding of needs, ensure learning takes place following conflict and that relationships are repaired.

Involve parents/Carers. Establish clear lines of communication, feedback positives and let them know when there are difficulties. Listen to parents and carers, involve them in supporting their child and offer them support when needed.

Principles

All students will be able to gain rewards that will remain relevant throughout their time at school. There should be an emphasis on recognising, celebrating and rewarding positive behaviour. This will lead to a positive ethos with an emphasis on rewards, but where students, parents/carers and staff have a clear understanding of the consequences of any behaviour that hinders learning. Expectations regarding behaviour will be displayed in all teaching areas and there will be a core set of expectations which will be common throughout the school.

Where a student chooses to behave inappropriately staff will consistently apply clear, sequential responses according to this policy.

Any assessment of student behaviour concerns will include their online behaviour.

Expectations

Clear expectations are vital in ensuring that students know and understand the boundaries in which they should operate. Our expectations are summarised below:

Right Attitude

We expect all our students to have a positive attitude and arrive at each lesson ready to learn following our classroom manners:

- demonstrating energy and enthusiasm for learning.
- being polite and respectful to others, for example, listening carefully when a member of staff or student is talking.
- demonstrating tolerance towards others in supporting equality and inclusivity and a zero tolerance of and towards bullying behaviour.
- responding to instructions readily.
- ensuring they give their full attention to the learning by managing possible distractions.
- completing class work and home learning on time and to the best of their ability.

Right Place and Time

We expect all our students:

- to be punctual, arriving at school and lessons on time to facilitate a prompt start to learning.
- maintain high levels of attendance and remain on site and in lessons during the school day.
- to sign in and out with a parent or carer at reception if they are required to leave the site during the school day (Years 7 - 11). Sixth Form students should sign in and out in the Sixth Form Centre and use an absence request form for planned absences.

Right Uniform

We expect all our students to:

- wear the correct uniform to and from school and to all their lessons.
- in the Sixth Form students are expected to dress in appropriate business wear or smart-casual clothing. Please consult the uniform page for specific requirements.

Right Equipment

We expect all our students to:

- bring with them the tools that they need to learn effectively. This includes their correct exercise books, a purple pen, a white board marker, calculator, stationery and subject specific equipment such as P.E. kit or ingredients for Food Technology lessons. Electronic devices brought to school must be used according to our Acceptable Use Policy (AUP). Students are responsible for all valuable items they bring into school.

Right Environment

We expect all our students to contribute to, and respect the school environment and community:

- moving safely around the school in a calm and orderly manner and moving in silence to assembly and during fire and intruder drills.
- refrain from using mobile devices on site between 8.00 am and 3.35 pm (Years 12 and 13 may use their devices in the following areas: Sixth Form centre, and designated Sixth Form Study areas).
- only consuming hot food and drink in the dining hall or outside.
- by not bringing chewing gum to school and disposing of litter appropriately.
- charging personal devices at home.

- we are a non-smoking/vaping site. Students must not smoke or vape at school, on the way to/from school or anywhere in school uniform. Smoking/vaping materials are prohibited at school, as are illegal drugs and alcohol.
- using resources in an environmentally responsible and sustainable manner.

Where a student's behaviour does not meet these expectations they will be subject to a range of responses as outlined in this policy.

School Uniform

Students in Years 7–11 all wear the Devonport High School for Girls uniform. Students are encouraged to be proud of their appearance and behaviour as ambassadors for the school. Students are expected to arrive at, and leave school in school uniform, which includes:

- brown school skirt (knee length) or brown school trousers.
- brown school jumper with the school and House badge.
- white polyester or cotton shirt, which is to be worn tucked in when wearing the school jumper. Polo shirts or T-shirts are not permitted.
- black/dark brown plain shoes. (Trainers or trainer-style shoes, boots, high heels, canvas shoes, open-toed shoes or flip flops are not permitted).
- plain natural, black or dark brown tights or white ankle socks.
- plain coat, anorak or jacket for outdoor wear (not 'hoodies')
- plain white, brown or black headscarves may be worn to observe religious beliefs.

Hair, make-up and jewellery

Hair colour must be natural in appearance. Students must not wear nail varnish, shellac, gel or false nails or false eyelashes. Natural looking make-up may be worn, without eyeliner or lipstick. The only jewellery permitted is a single small stud in the lower lobe of each ear and a wrist watch.

Sixth Form Uniform

In the Sixth Form students are expected to dress in appropriate business wear or smart-casual clothing. Please consult the uniform page for specific requirements.

<https://www.dhsg.co.uk/page/?title=Uniform&pid=108>

Guidance for wearing mufti

On a 'Mufti Day' the essence of the school dress code, which is driven by both health and safety and appropriateness for a work environment, will be applied. This includes wearing appropriate footwear (no high heels or flip flops). Our students continue to be fantastic ambassadors for the school and maintaining these standards is very important to us.

Any student who is deemed to be dressed inappropriately may be asked to return home to change or to wear uniform provided by their Head of House.

Physical Education Uniform

All students must wear PE uniform for health and safety reasons. The schools PE Kit is supplied directly by the sportswear company VX3. Please find below a list of both compulsory and optional items:

Compulsory items (from VX3)

Fortis Black/Amber Tee **or** Fortis Black/Amber Polo

Fortis Black/Amber Hoodie **or** Fortis Black/Amber HZ Sweat

Black Ludus Shorts **or** Black Motus Legging
Black Playing Socks

Optional items (from VX3)

Black Primus Baselayer

Fortis Black/Amber FZ Rain Jacket

Black Solum Tracksuit Pants or Black Braca Trackpants

Black Baseball Cap

Black/Amber/Antique White Bobble Hat

Black Performance Boot Bag

Black Performance Backpack

Black Performance Kit Bag

Other Compulsory Items (can be purchased from any supplier)

- Shin pads.
- Trainers suitable for sports, not fashion-wear
- White Sports Socks

For stockists please consult the school website

Rewards

"I can live for two months on a good compliment" (Mark Twain)

At DHSG we acknowledge the importance of praise and reward and seek to promote and reinforce our expectation of students at any given and relevant opportunity. We recognise that our students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving and can inspire those who from time to time may need additional support. Finding ways to reward must be at the heart of our teaching.

Rewards should enhance learning through:

- positive reinforcement
- increased motivation
- by encouraging and acknowledging effort and achievement

We must ensure that rewards:

- are collaborative and positive
- involve the students and parents/carers
- show consistency of approach, both between Key Stages and between staff
- recognise students who are consistently good
- are not harder to achieve, the older the student becomes

Rewards must be given sincerely and fairly as a means of acknowledging an effort, achievement or action that is above and beyond the norm.

What can rewards be given for?

Clearly demonstrating high level learning skills and habits through:

- outstanding class work
- outstanding home learning
- volunteering
- representation
- ambition and Enthusiasm
- consideration
- community work

Rewards can be:

- verbal and written praise
- merit
- merit certificates
- success/praise postcards
- letters home
- subject/activity specific certificates
- cups and trophies
- celebrations of achievement via notice boards around the school
- press coverage

What do rewards represent?

Rewards can also recognise a key competency that universities and employers are actively seeking. Even from a student's first day at DHSG the journey to becoming a fully prepared global citizen can be rewarded. We recognise a student's positive behaviour with 12 key competencies. When a student demonstrates one of the key competencies a reward can be given which highlights their character and behaviour and will be recorded in the same manner as a usual merit, but with the key competency at the beginning.

E.g. TEAMWORK: Ruth has made a significant effort to ensure all of her group have been contributing ideas to the development of the stimulus by organising a rally round robin with her peers.

Praising and rewarding the 12 key competencies:

1. Reading
2. Writing
3. Numeracy
4. Listening
5. Speaking
6. Planning (aiming high)
7. Teamwork
8. Leadership
9. Problem Solving
10. Creativity / Innovation
11. Independence
12. Resilience / Staying Positive

Who will be able to give merits?

Any member of staff will be able to give a merit for any activity that fits the criteria. Some support staff may prefer to give a recommendation to a teacher, who can award the merit on their behalf. Sixth Form peer mentors may also make a recommendation to a teacher for a merit.

How will the merit certificate system work?

- Tutors receive merit totals weekly from the office.
- This will feed into the House system when totals are collected and published at the end of each term with the House cup awarded at the end of the year.

Merit Certificates:

No. of Merits	Who awards it	When
10	Form Tutor	In Tutor time
25	Form Tutor	In Tutor time
50	HoH	At points in the term as appropriate
75	HoH	At points in the term as appropriate

100	SLT	In Full School Assembly
Over 100	SLT/Govs	In Full School Assembly

In addition:

- certificates for effort are sent home after each Progress Review.
- celebratory Postcards are sent home at the end of each term to the top merit holders in each form in years 7 to 11.
- at the end of the School year 'Good Egg' letters are sent home to students who have fulfilled all our expectations and have at least 98% attendance.

Responses to behaviour falling below DHSG expectations

All staff are responsible for the behaviour and discipline of students in their charge, and should use appropriate strategies to maintain an orderly framework within which effective learning can take place. It is therefore essential that exceptions of behaviour are approached in a positive and consistent manner. This will ensure that students gain a clear understanding of the boundaries in which they operate and that they have a sense of justice as any reward or response is given evenly. The law allows the responses below to be applicable for students up to the age of 18.

Responses

A range of responses may be employed as a disciplinary measure to poor behaviour for example:

- verbal reprimand
- behaviour mark
- contact with parents/carers
- removal from class
- loss of privileges
- confiscation of property
- school community work
- break/lunchtime detention
- after school detention or detention on Teacher Training Days
- internal isolation
- reporting to senior staff
- being placed on Report
- instant sanction Report
- behaviour contract
- suspension (Head Teacher decision only) – please consult separate Exclusion Policy
- permanent exclusion (Head Teacher decision only) – please consult separate Exclusion Policy

All students caught smoking or vaping on site and off site in uniform should be referred to the SLT via their HoH. The set responses are recorded on SIMs/CPOMS confiscation/or return to parent/carer or destruction of smoking/vaping materials and contact with home, a further range of responses will be applied up to and including suspension/permanent exclusion. Aggravating factors such as vape type, quantity and supply to others will be considered as part of response decisions. For vapes which are refillable and where there is the potential for illegal substances, decisions will be informed by our Drugs Policy.

In relation to mobile devices we operate a see it, hear it, lose it policy between 8.00 am and 3.35 pm. Please see the appendix for further information.

Curriculum and Pastoral

Staff will log all actions such as detentions as well as other interventions, and report cards on SIMs.

'Parking' System

Where student behaviour is highly disruptive to the learning in the classroom and is not responsive to the instructions and responses of the teacher, a student may be removed from the lesson and "parked". Very few of our students need 'parking' for major incidents that occur in a class. However, on the rare occasion this response is needed the following will occur:

- students can be parked for a *serious* misdemeanour.
- if a student is parked, this is logged on SIMS.
- use the SIMS ALERT button to contact the School Office to ask for support (HoH or SLT will be located to collect the parked student).
- the HoH / SLT will remove the student and take them to the appropriate location according to the rota.
- please ensure work is provided so that the student can continue to study and the teacher on the rota is disturbed as little as possible.
- the teacher who needed to 'Park' the student will provide the HoD with the details of the incident.
- all follow up will be recorded by the HoD or discussed with the HoH depending on the nature of the incident on SIMS.
- the HoD / HoH then has the responsibility to manage the situation through a range of responses.
- the HoD must facilitate a restorative meeting between the class teacher and the student prior to the next scheduled lesson.
- where relevant, SLT will be involved.



Responses to Behaviour Marks

2024–25



Rationale

The average number of Behaviour Marks for Lower and Middle Years is 1.86 (± 0.28 , 95% CI) per student (September 2023–21 May 2024), while 47% of students receive no Behaviour Marks. The distribution of Behaviour marks across the whole school is:

Criteria	Number of students
No Behaviour Marks	310
1–4 Behaviour Marks	277
5–9 Behaviour Marks	51
10–14 Behaviour Marks	9
15–19 Behaviour Marks	3
20–24 Behaviour Marks	5
25+ Behaviour Marks	3
Total Students	658

There are a very small number of students who receive 10+ Behaviour Marks, earlier intervention may help these students avoid further responses.

Procedure

1. Behaviour Marks are separated between Pastoral and Curriculum/Academic concerns
2. Responses to multiple Behaviour Marks are earlier for either Pastoral or Curriculum/Academic issues

Pastoral Criteria	Curriculum Criteria	Response
3 Behaviour Marks	3 Behaviour Marks	<ul style="list-style-type: none"> • Lunchtime Detention¹ • Initial Standard letter via EduLink/email to Parent/Carer
6 Behaviour Marks	6 Behaviour Marks	<ul style="list-style-type: none"> • Lunchtime Detention • Phone call from HoH/HoD² to Parent/Carer
9 Behaviour Marks	9 Behaviour Marks	<ul style="list-style-type: none"> • Lunchtime Detention • Phone call from HoH/HoD² to Parent/Carer

		Report Card
12 Behaviour Marks	12 Behaviour Marks	<ul style="list-style-type: none"> After School Detention with Senior Leader HoH/HoD² meet with Parent/Carer
15 Behaviour Marks	15 Behaviour Marks	<ul style="list-style-type: none"> After School Detention SLT meet with Parent/Carer

¹ Sparx Catch-Up logged by departments but a Behaviour Mark will only be recorded if a Catch-Up session is missed

² appropriate HoD to be determined by SLT based on behaviour profile

3. Behaviour Mark totals to be collated on Wednesday lunchtime (by SSO) and students notified
 - a. Curriculum Detention staffed by HoD on rota every Thursday (Room 1, 1345–1445)
 - b. Pastoral Detention staffed by HoH on rota every Friday (Room 1, 1345–1445)
4. DSL/DDSL to have overview of Total Behaviour Marks for inclusion and safeguarding concerns
5. Disruptive Behaviour to be divided into Disruptive Behaviour – In lesson and Disruptive Behaviour – Outside lesson

All actions will be logged by pastoral staff as part of a behaviour record for each student.

If a Form Tutor feels any concern regarding a student's progress, they will contact their HoH or the Designated Safeguarding Lead.

Progress Reviews

Attitude to learning is also monitored as a result of data collected via the reporting system. Students who receive concerning levels of inconsistency or "poor" for Attitude to Learning or Organisation on their Progress Review or Report will enter this intervention schedule.

- | | |
|---------|--------------------------------------------------------------------------------|
| Stage 1 | Meeting with Form Tutor / HoH. Contact home. |
| Stage 2 | Two week Pastoral Report (HoH) or Curriculum Support Plan (HoD). Contact home. |
| Stage 3 | Parental/carers meeting with HoH OR HoD / SLT. |
| Stage 4 | Behaviour for Learning Support Plan directly monitored by SLT. Contact home. |
| Stage 5 | Referred to Deputy Head / Head Teacher |

Report Cards

In some instances students will be placed on an appropriate 'report' to support the student in meeting expectations and gather information for planning further responses. Students can be placed on report for a range of reasons and the type of report may vary from General Pastoral Report, subject specific Curriculum Support Plans or SLT Report. Parents/carers will be made aware that their child is on report and the reasons why. Parents/carers will be involved further at the discretion of the member of staff issuing the report if no significant improvement occurs. Students are given specific targets and are monitored regularly over a set period of time.

Detentions: Detentions may be set by any member of the teaching staff. Support staff should report behavioural concerns regarding students to Form Tutor/HoH/SLT.

Detentions can be set at lunchtimes, after school and in rare circumstances, on teacher training days. Parental/carer consent is not required for detentions, however, we will seek to gain it where possible to ensure travel arrangements are in place. Parental/carer inconvenience will not be considered a barrier to the application of a detention as a response to behaviour that did not meet our expectations. Where consent is not gained all decisions will consider the safety of the student and whether keeping students puts them at risk. Where lunchtime detentions are issued, staff will ensure that students have their opportunity to eat, drink and use the toilet.

Internal Isolation

Students may receive a response of internal isolation for a range of more significant behaviour breaches, safeguarding concerns or as a supportive action. This will be a sanction whereby the student is placed with a member of SLT / HoH to work under their direct supervision. Teachers whose lessons the student would usually be present in will provide appropriate classwork so that the student does not fall behind in their studies.

Internal isolation may also be applied for uniform breaches. This is to enable students to reflect and comply with expectations and where immediate compliance is not possible e.g. changing hair colour or refusal to remove a piercing. Further responses will also be considered, eg suspension, removal of privileges, after school detention.

Staff Support

Where a member of staff feels that they require support with a particular student or group of students, they should initially speak to their subject leader, who should support all members of their team in issues of classroom management. This may involve peer observations to share good practice, meeting with the parents/carers of students with challenging behaviour, or temporarily removing a student who is not responding.

Please see the relevant member of SLT if you require support with CPD on these issues.

An interactive website with excellent video clips is: <http://sitc.education.ed.ac.uk/pda/>

In the rare event of serious misbehaviour, please use the systems already identified above, or contact a member of SLT depending on the incident and its severity.

Behaviour Outside of the School Premises

Since the Education and Inspections Act 2006, Head Teachers also have the statutory power to regulate students' behaviour at times when they are not on the premises of the school to such extent as is reasonable. For example, we have the same expectations of behaviour for our students if they are on a school trip, are educated off site, at lunchtime and on the way to or from school and whenever they are wearing their uniform in a public place. This also extends to other activities that are directly linked to the school, for example inappropriate comments on a social networking site that are threatening, bullying or derogatory in nature or other behaviour that brings the school into disrepute. Where this happens students will be subject to the same responses outlined in this policy once the students are back on the school premises. For many of our School trips and visits students, parents and carers will be expected to sign an appropriate behaviour contract – an example can be seen in the appendix.

Suspensions and Exclusions

All Exclusions will be sanctioned by the Head Teacher. Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Head Teachers in using suspension and exclusion as a response where it is warranted. Permanent

Exclusion will 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 student to remain in school would seriously harm the education or welfare of the student or others in the school. Where the student is a Looked After Child, we will consult with the Head Teacher of the Virtual school as our starting point is never to exclude LAC students

Positive Handling and the use of reasonable force

There may be situations where it is deemed necessary for a member of staff to use reasonable force or control to manage a student.

As examples, reasonable force may be used to:-

- remove disruptive students from the classroom where they have refused to follow an instruction to leave;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight
- restrain a student at risk of harming themselves or others.

Please consult the Positive Handling and use of reasonable force policy for further information.

Searching students for prohibited items under the Education Act 2011

In addition to the general power to use reasonable force described above, Head Teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items": knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The following items are banned at DHSG and will be subject to search within the boundaries of the searching and screening advice named in paragraph one of this policy: vapes and vaping equipment, matches and lighters, laser pens, energy drinks, "legal highs".

Force cannot be used to search for items banned under the school rules.

These powers cover searches in school and on authorised school activities elsewhere, such as school trips. The overall power to enforce disciplinary penalties covers the use of confiscation as a disciplinary response. This includes seizure and, as appropriate, the retention and disposal of certain items. As with other responses, confiscation must be applied in a reasonable and proportionate way. A member of staff will have a specific statutory defence if s/he can prove that any seizure, retention or disposal of a particular item was lawful.

Weapons and knives and extreme or child pornography must always be handed over to the Police, otherwise it is up to the teacher to decide if and when to return a confiscated item.

We will always be guided by the searching, screening and confiscation advice for Schools July 2022.

- a) the DSL/DDSL will be included in all decisions to search students. We will explain to the students why they are being searched and how and where this will take place and they will have the opportunity to ask questions.
- b) searches will be undertaken away from other students.

- c) the search will be conducted by a member of staff of the same sex as the students in the presence of an additional member of staff as a witness (the law permits limited expectations).
- d) the search can be of a students' outer clothing, pockets, possession's and locker only. As part of a search a student may be asked to use a wand metal detector to self screen and instructions will be provided to the students in how to conduct this. This is a non-contact screening which they will conduct over their clothing.
- e) records will be kept of all searches.
- f) Parents/Carers will always be informed of search for prohibited and banned items.
- g) a refusal to engage with searching/screening will result in an escalation within the behaviour for learning responses.
- h) all searches and screening must be recorded on CPOMS.

Strip searches can only be conducted by Police Officers. Circumstances where this may need to be considered will always be referred to the DSL/DDSL and Head Teacher.

Strip searches on school premises can only be carried out by Police. School staff have a duty of care and should advocate for the student and their well-being at the time. The decision to contact Police to conduct a strip search is a significant step and must be discussed between the DSL and the Head Teacher, consulting the Searching, Searching and Confiscation Advice for Schools 2022.

Malicious Accusations

We take our responsibilities for Safeguarding Children very seriously and will investigate thoroughly reported instances of staff misconduct (see Safeguarding Policy). However, where a student is proven to have made malicious accusations against staff, they will be subject to responses as appropriate and according to this policy.

Child on Child Abuse, Sexual Violence and Sexual Harassment

Child on Child Abuse including sexual violence and sexual harassment will not be tolerated in any circumstance. These matters, where they arise, will be addressed as safeguarding disclosures in the first instance and be managed by the DSL and with the Police as required.

Child on Child abuse, sexual violence and sexual harassment are likely to constitute a serious breach of discipline and where appropriate, actions and responses from this policy applied.

We will consider any case of this nature within the guidance of the December 2017 DfE document 'Sexual violence and sexual harassment between children in schools and colleges' and Keeping Children Safe in Education 2024.

Please consult the Safeguarding and Child Protection policy for further information.

Preventing Extremism and Radicalisation

We are committed to providing a secure environment for students, where they feel safe and are kept safe. All adults at DHSG recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake, or whether their role has direct contact or responsibility for students or not.

Definitions:

- **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism (Prevent Strategy, Home Office, 2011).
- **Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas (Prevent Strategy, Home Office, 2011).
- An **ideology** is a set of beliefs (Prevent Strategy, Home Office, 2011).

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or Trustees, or external sources – school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students, and so is addressed as a safeguarding issue (see Safeguarding and Child Protection policy). We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at DHSG we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and are not marginalised.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by our students or staff will always be challenged and where appropriate, dealt with in line with our Behaviour for Learning and Anti-Bullying Policy for students and the Code of Conduct or Disciplinary Policy for staff.

Identifying Prejudices and Hate Related Incidents or Crimes

A prejudiced based or hate incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of their protected characteristics. Incidents may include:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic, biphobic and transphobic language
- comments /abuse etc. being made online
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist, banned or prohibited organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons

- teasing or microaggressions in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other students to organisations and groups that sanction violence, terrorism or hatred.

It is important to recognise that:

- such incidents are often part of more complex interactions which may take place in school - for example, an argument about friendship may lead to a prejudiced based incident or a hate crime.
- teachers may need to deal with prejudiced or hostile comments made by parents or other adults as well as by students.
- incidents may involve group as well as individual behaviour.
- prejudice based incidents, hate incidents and hate crimes are not always explicit – for example, a student may be called ‘smelly’ and behind such insults may lie a hate element.
- prejudiced behaviour can occur without any one belonging to the targeted characteristic being present – for example, telling disability jokes.
- acts or expressions may include negative body language – for example, the refusal to sit next to, or work with a gay student.
- it is not based on whether or not the perpetrator intended to harass, or understands the prejudiced content of what s/he has done, but rather the effects of the incident.

Specific guidance for responding to racist incidents

1. In responding to incidents that may occur the school will aim:
 - to provide appropriate support to the children
 - to deal with any unacceptable behaviour
 - to prevent racism and discrimination
 - to re-establish good student relations and
 - to promote an explicitly anti-racist approach
2. Tailored support will be given to anyone who has experienced a racist hate incident or hate crime. It will be made explicit that their concerns will be listened to and acted upon.
3. An investigation will look into the details of what has occurred.
4. The cause of offence will be clearly identified and a heightened educational response provided where appropriate.
5. Where an offence was intentional, students will be subject to disciplinary procedures as detailed in the Behaviour Policy.
6. Where offence was unintentional, students will need to understand how offence was caused and be supported to make necessary changes in their behaviour.
7. The highest priority will be placed on resolving any breakdown in relationships and ensuring that students can move on positively from the experience.
8. Restorative approaches will be at the centre of our response to any incidents.
9. Children who have experienced racism and their parents/carers will be kept informed throughout the investigation and resolution of the incident.

Recording and reporting incidents

When a racist prejudice, hate incident or crime takes place, this must be recorded using the prejudice and hate incident reporting form and submitted to the Designated Safeguarding Lead. This will be logged on CPOMS.

The DSL will report racist incidents to the Trustees via the Safeguarding Governor as part of regular meetings and the Local Authority via the termly racist incident monitoring form.

All incidents will be recorded, including the date, the names and race/ ethnic group of the perpetrators and victims, the nature of the incident, and action taken in response.

Where racist hate incidents occur, which involve any of the following, further multi-agency advice will be sought including from the Police and Social Care as appropriate:

- physical violence or serious damage to property
- repeated or orchestrated harassment, including text messaging and cyber bullying
- links with extremist groups, including distributing of racist literature
- racist graffiti, imagery or online posts
- absence related to a racist incident
- exclusion related to a racist incident

Racist incidents may indicate concerns about violent extremism. In this case the DSL will contact the Local Authority as this may require further reporting and intervention (Prevent Duty).

Violent Extremism is defined by the Crown Prosecution Service as ‘the demonstration of unacceptable behaviour by using any means or medium to express views, which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to promote others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK.

Support

It is essential that the school works with parents/carers, Trustees and outside agencies to support students who are persistently failing to meet expectations. In our experience, when parents/carers and the school work together in partnership, we are most effective in being able to improve student behaviour. We will be alert to Safeguarding concerns where student behaviour is particularly challenging and provide appropriate assessment and support via the DSL or SENCo as appropriate.

Other agencies that may provide support are:

Local area Hubs including Connect 2The Educational Psychology and Behaviour Support Team.
Child and Adolescent Mental Health Service (CAMHS).

School Nurse Service.

The Peer Mentoring Project.

Student Counselling Service.

Work Related Learning Team.

Family Support Service.

Monitoring and Evaluation

The effectiveness of this policy will be monitored to ensure that it fulfils its aims.

Example Sources of Evidence:

- Dialogue with staff
- Questionnaires
- Lesson observations
- Regular analysis of SIMS data
- Trending analysis of CPOMS records

Standardised letters home can be requested from HoH for example, inappropriate use of mobiles, smoking, lack of equipment etc. This policy will be published annually to staff, Governors, parents/carers and students.

Reasonable adjustments

Although consistency in the application of this Policy is highly desirable, a rigid and inflexible system can prove equally detrimental in supporting individual needs, particularly in relation to safeguarding and in respect of students with SEND.

Children need personalised responses to supporting their personal development and well-being. Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.

Therefore, reasonable adjustments may be made in consultation with HoH, SENCo, DSL or any member of the SLT.

Home School Agreement

As a student I will endeavour to:

- attend school regularly and on time
- bring all the equipment I need every day
- be smart in appearance and keep to the school uniform requirements
- complete all my classwork and home learning on time and to the best of my ability
- be polite, respectful and helpful to others, behaving responsibly at all times
- look after my school and our local environment
- maintain high aspirations for myself and manage possible distractions to my learning
- make a positive contribution to the life of my school

Student's signature

As a Parent/Carer I will endeavour to:

- support my child to attend school, on time, properly equipped and in school uniform
- make the school aware of any concerns or problems that may affect my child's learning, behaviour or welfare
- support the school's policies and guidelines
- support my child in completing set learning at home
- attend Parents' Evenings and discussions about my child's progress
- keep the school up to date with changes to my contact details and child's medical information
- raise any concerns directly with the school and avoid public complaints, e.g. on Social Media platform

Parent/Carer's signature.....

As a school we will endeavour to:

- care for your child's safety and well-being
- help your child achieve their potential
- provide a balanced curriculum
- meet the individual needs of your child
- deliver high standards of teaching
- keep parents/carers and students informed about relevant school matters
- help build good relationships and individual responsibility
- report and discuss your child's progress on a regular basis
- uphold school uniform requirements throughout the day

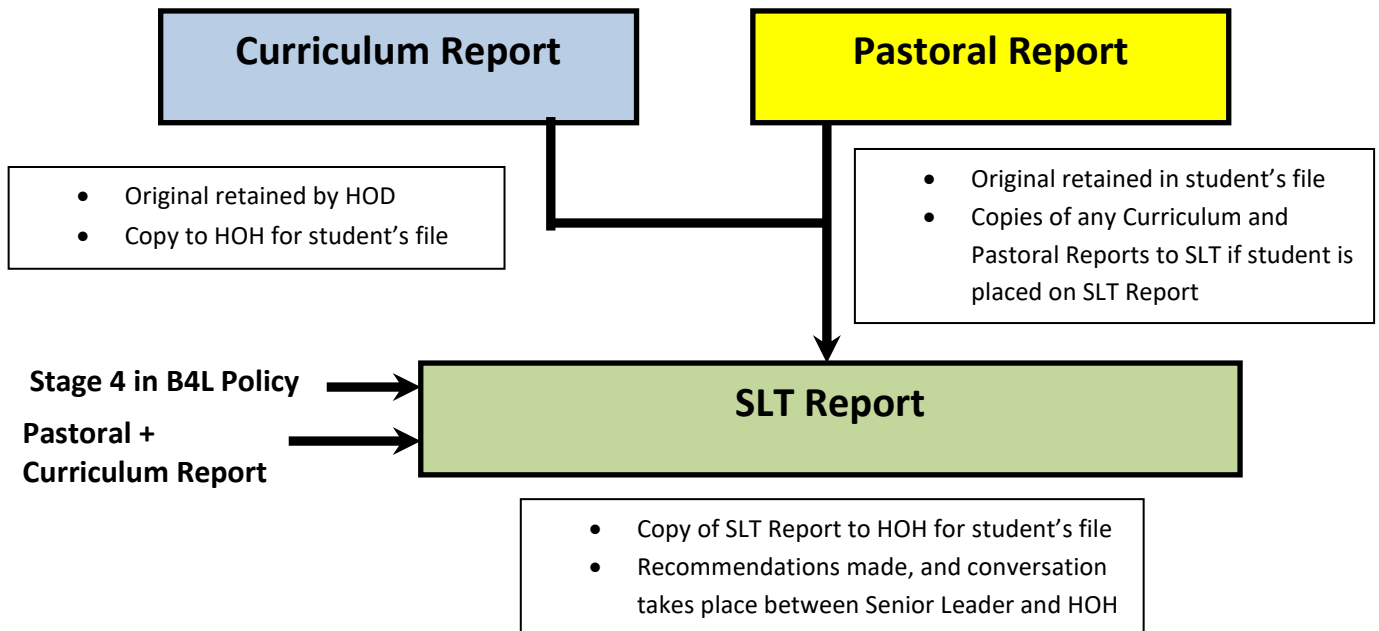
Head Teacher's signature.....



Report Card Procedures

Report Cards

In some instances students will be placed on an appropriate 'report'. Students can be placed on report for a range of reasons and can be either General Pastoral Report, subject specific Curriculum Report or an SLT Report. Parents/carers will be made aware by standard letter that their child is on report, the reasons why and the outcome.



Curriculum Report (Subject Specific)/Behavioural Concerns

- The relevant HoD sets up to 3 targets with the student, and these are monitored for a fixed period of 6 lessons. Where targets have not been met in the monitoring period the HoD will set an appropriate response.
- The Report card is repeated if the student fails to meet more than 3 targets at any point in the monitoring period.
- When a report period is complete, the original is retained by the HOD, with a copy passed to the HoH.

Pastoral Report (Behavioural Concerns across Subjects)

- HoH sets 3 up to targets with the student, and these are monitored for a period of 5 days, with an additional two days, at the HOH's discretion if necessary. For each lesson where targets have not been met, an instant response will be applied by the HoH, at their discretion.
- Pastoral Reports will be followed up with an informal 'Probationary Report', or repeated completely if necessary at the discretion of the HoH.

SLT Report Prior to being placed on Report

- A discussion will take place between the senior leader and the parent/carers on the issues the student is displaying.
- The member of SLT sets up to 3 targets with the student. The SLT member should have copies from the HOH of all curriculum and pastoral reports to date.
- After completing the Report there will be a conversation between the member of SLT and the HoH/HoD to look at a way forward, and the student and parent/carers is made aware of any recommendations.
- A range of appropriate responses for failure to make progress against the student's targets will be identified with the student.



Devonport High School for

Girls

PASTORAL REPORT CARD
Student Support Plan

Name: _____

Form: _____

W/B: _____

Report No. _____

PLEASE SHOW THIS REPORT TO:

_____ (HOH)

and to a Parent/Carer every evening.

Remember

- I will focus on my targets at all times
- I will ask my teachers if I have achieved these targets, and ask them to comment if I have not met them, in order to help me achieve
- I will work with my parents/carers and teachers who want to help me achieve my full potential during my time in school

Oct 2017

Teachers, please mark **X** or **✓** and initial to indicate if the plan is being met:

Lesson	Day 1			Day 2			Day 3			Day 4			Day 5			Optional +1 Day		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:		
2	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:		
3	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:		
4	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:		
5	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:		
Parents/ Carers	Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:		
HoH	Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:		
Jul-20																		



Devonport High School for

Girls

CURRICULUM REPORT CARD
Student Support Plan

Name: _____

Form: _____

W/B: _____

Report No. _____

PLEASE SHOW THIS REPORT TO:

_____ (HOD)

and to a Parent/Carer every evening.

Remember

- I will focus on my targets at all times
- I will ask my teachers if I have achieved these targets, and ask them to comment if I have not met them, in order to help me achieve
- I will work with my parents/carers and teachers who want to help me achieve my full potential during my time in school

❖ *Before the Report...*

Your Support Plan

The aims of this plan are firstly to identify the issues that are preventing you from fully accessing learning in school, secondly; to set out the realistic steps that **you** can take to address them and thirdly; to monitor your success in doing this.

Summary of Issues

Agreed Actions

1. _____
2. _____
3. _____

Student Agreement

"I understand why I am being placed on Curriculum Report, and agree to work towards the targets I have been set"

Signed: _____ (Student) _____ (Head of Dept.) _____ (Parent/Carer)

❖ *After the Report...*

Head of Department's Summary

Recommendations/Further Action Required

Signed/Date: _____ (Student)

Signed/Date: _____ (HOD)

Teachers, please mark **X** or **✓2** and initial to indicate if the plan is being met:

Lesson	Day 1			Day 2			Day 3			Day 4			Day 5			Optional +1 Day		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:		
2	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:		
3	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:		
4	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:		
5	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:		
Parents/ Carers	Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:		
HoH	Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:		

Jul-20



Devonport High School for

Girls

SLT REPORT CARD
Student Support Plan

Name: _____

Form: _____

W/B: _____

Report No. _____

PLEASE SHOW THIS REPORT TO:

_____ (Senior Leader)

and to a Parent/Carer every evening.

Remember

- I will focus on my targets at all times
- I will ask my teachers if I have achieved these targets, and ask them to comment if I have not met them, in order to help me achieve
- I will work with my parents/carers and teachers who want to help me achieve my full potential during my time in school

❖ *Before the Report...*

Your Support Plan

The aims of this plan are firstly to identify the issues that are preventing you from fully accessing learning in school, secondly; to set out the realistic steps that **you** can take to address them and thirdly; to monitor your success in doing this.

Summary of Issues

Agreed Actions

1. _____
2. _____
3. _____

Student Agreement

"I understand why I am being placed on SLT Report, and agree to work towards the targets I have been set"

Signed: _____ (Student) _____ (Senior Leader) _____ (Parent/Carer)

❖ *After the Report...*

Senior Leader's Summary

Recommendations/Further Action Required

Signed/Date: _____ (Student)

Signed/Date: _____ (Senior Leader)

Teachers, please mark **X** or **✓** and initial to indicate if the plan is being met:

Lesson	Day 1			Day 2			Day 3			Day 4			Day 5			SLT Signature		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
1	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:					
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
2	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:					
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
3	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:					
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
4	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:					
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
5	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:					
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
Parents/ Carers	Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:		
HoH	Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:			Signed/Comment:		

Appendix B: Mobile Devices Policy

Introduction

There is a growing bank of literature such as National research as evidenced in a paper by the London School of Economics <http://cep.lse.ac.uk/pubs/download/dp1350.pdf> referring to the impact of technology. Nationally, schools are witnessing an increasing number of issues with the mis-use of social media, sometimes by students from a very young age.

Many studies have shown that there are gains to be made in progress and mental health when access to social media is limited during the school day. In our recent survey of students, parents, carers, staff and Trustees, many identified that students were either directly or indirectly affected by some of the issues surrounding the mis-use of social media and recognised that it was time to reconsider our approach to the management of mobile devices.

To support the development of good interpersonal skills and to promote good physical and mental health, we will encourage students to attend the comprehensive selection of clubs and societies which take place during the lunch break.

We believe that there are many positive uses of digital technologies. We will use computer suites and school tablets in lessons and internet safety will be taught through the computing and pastoral curriculum. Both students and staff, through Microsoft Office 365, will continue to have access to Outlook / One Drive / One Note / Word / Excel / Powerpoint and Calendar in school and at home. Students will also have access to computer rooms from 8.00am to 4.45pm.

Expectations

All students

- Must ensure that mobile devices are switched off at the school gate and put away out of sight for the whole of the school day until 3.35pm. After school for health and safety reasons mobile devices should never be used in corridors and stairwells.
- The only exception to this is if a teacher invites students to use a mobile device in a lesson in pairs /groups (negating the need for all students to have a mobile device) but at all other times the mobile device must be switched off and out of sight.
- Must only access the internet through the school's Wi-Fi network and not use their mobile data network.

Sixth Form students

May use mobile devices in the allocated Sixth Form areas; the Sixth Form Centre and Rooms 6 and 7 when used for independent study.

Staff

We believe that adults should be leading by example so we have amended procedures for staff. Staff mobile devices should be switched off and out of sight in lessons and when circulating around the school site. The only exception to this is if a teacher uses their mobile device in a teaching activity with their class.

Visitors

When signing in, if visitors have a mobile device they will be asked to switch it off and keep it out of sight between the hours of 8.00am and 3.35pm.

If parents/carers need to contact their child in an emergency, we ask that they call the school office.

Staff will enforce the new expectations by managing a **WE SEE IT, WE HEAR IT, YOU LOSE IT** strategy:

First response

A member of staff will confiscate a mobile device place it in a secure bag with a record card and take it to the HoH/Sixth Form office. An email / letter will be sent home and the student will collect their device at the end of the school day. Details will be recorded on SIMS and a behaviour mark will be awarded.

Second response

A member of staff will confiscate the mobile device as above and take it to the HoH/Sixth Form office. A letter/email will be sent home. The student will collect the mobile device at the end of the day but will be required to hand in their device to their HoH/Sixth Form office at the start of each day for four consecutive days. Details will be recorded on SIMS and a behaviour mark will be awarded.

Third response

A member of staff will confiscate the mobile device as above and take it to the HoH/Sixth Form Office. The pastoral team will send a letter/email home requesting parents/carers to come in for a meeting with the HoH/Sixth Form Leadership Team to discuss their child's use of the mobile device and agree on a way forward. The device will be held at the HoH/Sixth Form Office at the start of each day until this meeting has taken place. Details will be recorded on SIMs, and a detention will be awarded.

Any further breaches of these expectations will be referred to SLT.

Any students accessing social media and messaging services will be referred to their HoH .

APPENDIX C:

ACTIONS IN RELATION TO RACIST INCIDENTS

Responses in all circumstance will be considered using the safeguarding and behaviour of learning policies.

(a) Incitement of others to behave in a racist way

1. We will be vigilant in identifying potential inter-group tensions that might have a racial context. In every case, consideration will be given to involving external multi-agency support.
2. Report immediately to the DSL. DSL to contact external support from Social Services and the Police. DSL to consider referral to Channel Panel.
3. Parents/Carers will be informed.
4. Support will be offered to all those involved. Perpetrators will also need to be counselled.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(b) Physical assault against a person or group because of colour, race and/or ethnicity

1. Report to the Head of House or DSL as appropriate, support from the Police will be considered.
2. Full report to the Head Teacher. Consider exclusion/suspension.
3. Parents/Carers should be informed.
4. Take necessary action to prevent recurrence.
5. Offer support to the victim and counselling to the perpetrator.
6. A Hate Incident/Crime Report Form will be completed.
7. The Racist Incident will be logged and reported to the Local Authority.

(c) Derogatory name-calling, insults, racist jokes and language

1. Explain fully to the perpetrator that verbal racist abuse will not be tolerated.
2. Refer students to the Head of House/DSL.
3. Parents/Carers should be informed.
4. Offer support to the victim and counselling to the perpetrator. (N.B. this will sometimes be a 'victimless' incident).
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(d) Racist graffiti

1. All racist graffiti in the school must be reported to the DSL and Head Teacher and should be removed immediately.
2. Regular checks should be made and steps taken to discourage reappearance of graffiti.
3. Parents/Carers should be informed where the perpetrator is known.

4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(e) Provocative behaviour such as wearing racist badges or insignia

1. We will not permit the wearing of racist badges or insignia. In certain circumstances, we may request multi-agency support and will consider exclusion for repeated offences.
2. Students wearing such badges or insignia will be referred to the Head of House or DSL.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(f) Bringing racist materials such as leaflets, comics, magazines or computer software into school

1. All forms of racist literature and materials must be removed. In certain circumstances, we may request the support of the Police.
2. Refer students to the Head of House or DSL as appropriate.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority, together with examples of the relevant material.

(g) Using the school's computer systems to access and distribute racist material

1. All racist material should be deleted and hard drives wiped. Hard copies should be removed.
2. Refer students to the Head of House / DSL. DSL to contact external support from Social Services and the Police. DSL to consider referral to Channel Panel.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority, together with examples of the relevant material.

(h) Verbal abuse and threats

1. Members of staff must confront any form of verbal racist abuse in the school.
2. Explain fully to the perpetrator that verbal racist abuse will not be tolerated and the reasons for this.
3. Individuals will be dealt with through the school's behaviour policy.
4. Parents/Carers should be informed.
5. Offer support to the victim and counselling to the perpetrator.
6. A Hate Incident Report Form will be completed.

7. The Racist Incident will be logged and reported to the Local Authority.

(i) Racist comments in the course of discussions in lessons

1. Racist statements must not be allowed to go unchallenged.
2. Students who make inappropriate comments must be referred to the Head of House or DSL as appropriate.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(j) Attempts by students to recruit other students to racist organisations and groups

1. Report immediately to the DSL. DSL to contact external support from Social Services and the Police. DSL to consider referral to Channel Panel.
2. Recruiter should be interviewed.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(k) Microaggressions towards an individual for cultural or religious differences e.g. food, music, dress, worship etc

1. Members of staff must not ignore any form of microaggression, it must be challenged in every circumstance.
2. Explain fully to the perpetrator how microaggressions contribute to racist behaviour and will not be tolerated.
3. Perpetrators must be referred to the Head of House or DSL as appropriate.
4. Parents/Carers should be informed.
5. Offer support/counselling to the victim and perpetrator.
6. A Hate Incident Report Form will be completed.
7. The Racist Incident will be logged and reported to the Local Authority.

(l) Refusal to co-operate with other students because of their race or ethnicity

1. Every student has the right to be included in school activities, and we will ensure that no student is discriminated against on racial, ethnic or cultural grounds.
2. Students refusing to co-operate must be referred to the Head of House or DSL as appropriate.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

Prejudice Incident and Hate Incident Reporting Form

Highly Confidential

Name of Target Student		Year Group	
Name of Third Party		Sex	
Gender	Ethnicity/Religion	SEND/Disability	Looked After Child (LAC)
Name of Aggressor/s Student		Year Group	
Gender	Ethnicity/Religion	SEND/Disability	Looked After Child (LAC)
Type of Incident			
Verbal	Physical	Cyber/Social Media	Damage to property
Written/Symbolic	Inciting others	Theft	Isolating/Segregating
Protected Characteristics			
Gender Misogyny	Race Racism	Gender Identity Transphobia	Sexuality Homophobia/Biphobia
Disability	Religion/Belief	Perceived Characteristics Target Student	Perceived Characteristics of Associates/Family
Date & Time	Where did it happen	Name Witness 1	Name Witness 2
Summary of the Incident			
Reported to the Police		Incident Log Number	

Actions Taken		
Aggressor	Target	School Improvement
Notified Parent(s)/Carer(s)	Notified Parent(s)/Carer(s)	Assembly on
Apology to target	Talking and Support	Staff/Governor Training on
Equality/Diversity Learning Activity	Peer Mentoring/Support	Year/Class/Peer Group Workshops on
Meeting with the target	YP Core Assessment	Raising awareness through posters
Mentoring/Support	Medical Treatment	Information on the website or in letters home
Fixed Term Exclusion	Follow-up meetings to assess ongoing experiences/dates	Police training from hate incident unit
Notified police of hate incident/Crime	Signposting to support groups	Community Initiative
Other	Other	Other
Repeated Incidents Dates		
Other relevant information		
Has the incident now ended, how and why, other people or agencies involved, what is the target/aggressors relationship moving forward, attendance, educational needs, anything in wider community or world events/media coverage/social media posts that could have influenced the aggressors behaviours		
Form completed by	Role	Date
Contact details		School



DHVT10 – Code of Conduct for Off-Site Activities (Residential) –

As a student I will:

1. bring all the kit I need for the duration of the off-site activity
2. meet the school's expectation on uniform or 'mufti' guidance where appropriate, including the expectations on the wearing and removal of jewellery
3. represent the school to the best of my ability
4. be polite, respectful and helpful to others, behaving responsibly at all times
5. look after myself, my peers and our environment
6. maintain high aspirations for myself and manage possible distractions to my learning
7. make a positive contribution to the off-site activity
8. not bring, use or purchase items such as alcohol, illegal substances, tobacco/vaping devices on the activity
9. not bring my mobile device or other electronic items with me, and understand that if I do, I will be required to hand in my mobile device over-night to the activity leader, as a minimum between the hours of 10pm and 7am
10. not invite students from other schools into DHSG assigned bedrooms, or go into rooms assigned to other schools
11. not leave designated areas unsupervised
12. follow all instructions from staff

As a Parent/Carer I will:

1. support my child to attend the activity, on time, properly equipped and in correct attire
2. make the school aware of any concerns or problems that may affect my child's participation, behaviour or welfare
3. support the school's policies and guidelines
4. keep the school up to date with changes to my contact details and child's medical information
5. raise any concerns directly with the school
6. remain available for contact for the duration of the off-site activity, and be able to collect my child in person if required

As a school we will:

1. care for your child's safety and well-being
2. help your child achieve their potential
3. provide a well-planned and engaging off-site activity
4. meet the individual needs of your child

5. keep parents/carers and students informed about relevant matters
6. uphold expectation of students' attire throughout the day

Searching students for prohibited items under the Education Act 2011

Head Teachers and authorised staff can conduct a search for the “prohibited or banned items” as set out in the school’s Behaviour for Learning Policy. Force cannot be used to search for items banned under the school rules.

These powers cover searches in school and on authorised school activities elsewhere, such as school trips. The overall power to enforce disciplinary penalties covers the use of confiscation as a disciplinary response. This includes seizure and, as appropriate, the retention and disposal of certain items. As with other responses, confiscation must be applied in a reasonable and proportionate way. A member of staff will have a specific statutory defence if they can prove that any seizure, retention or disposal of a particular item was lawful. In extreme case, items may be handed over to the Police, otherwise it is up to the teacher to decide if and when to return a confiscated item.

We will always be guided by the searching, screening and confiscation advice for Schools, July 2022:

1. the DSL/DDSL will be consulted first in all decisions to search students. The only exception to this, is if in delaying a search to consult would result in a significant risk of immediate harm.
2. we will explain to the students why they are being searched and how and where this will take place and they will have the opportunity to ask questions.
3. searches will be undertaken away from other students.
4. the search will be conducted by a member of staff of the same sex as the student in the presence of an additional member of staff as a witness (the law permits limited expectations).
5. the search can be of a students’ outer clothing, pockets, possessions and locker only.
6. records will be kept of all searches.
7. parents/Carers will always be informed of search for prohibited and banned items.
8. strip searches can only be conducted by Police Officers. Circumstances where this may need to be considered will always be referred to the DSL and Head Teacher.

Head Teacher’s signature.....

DSL/DDSL’s signature.....

Parent/Carer’s signature.....

Student’s signature