



DEVONPORT HIGH SCHOOL FOR GIRLS

BEHAVIOUR FOR LEARNING POLICY

Named person: Alan 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 and Adopted by the Board of Trustees on: 22/09/2025

Behaviour for Learning Policy

This policy pays due regard to the Equality Act 2010, Keeping Children Safe in Education 2025, the SEN Code of Practice 2014, the DfE Behaviour in Schools February 2024, 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. This is only possible when students feel emotionally safe, respected, and understood.

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. A safe, respectful and well-managed environment supports all learners to engage fully in teaching and learning. 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 believe students are most engaged when they feel valued, understood and encouraged through praise, relational connection and positive reinforcement. 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).

Aims

- To promote a positive learning environment throughout all areas of the school, where students and staff feel safe, respected, and focused on learning
- To ensure learning time is protected, and that low-level disruption is addressed consistently so all students can thrive
- To ensure that behaviour systems reinforce a sense of belonging and accountability rather than fear or compliance
- To equip staff with the training, language, and support needed to respond to behaviour calmly, confidently, and consistently
- To support students in recognising that all behaviours have outcomes, and to help them reflect, repair, and restore when things go wrong
- To ensure that students experience fair, proportionate responses to behaviour — with recognition for positive conduct and support where improvement is needed
- To make sure that students, staff, parents/carers, and Trustees all understand:
 - The shared expectations for behaviour in lessons, around school, on trips, and whenever representing DHS
 - The school's approach to recognition, restoration, and consequence
- To maintain open communication with parents/carers when significant interventions (positive or negative) take place, reinforcing our commitment to partnership

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 determine whether the situation escalates or de-escalates. 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 a strong focus on recognising, celebrating and reinforcing positive behaviours. This builds a positive school ethos, while ensuring all stakeholders understand the agreed responses to behaviour that impacts 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's behaviour does not meet expectations, staff will apply clear, consistent and proportionate responses, underpinned by relational and restorative approaches.

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 positive engagement with learning to the best of their ability.
- 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.
- Students will be supported where needed to develop routines and habits that ensure they bring the necessary equipment to learn effectively.

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.

When a student's behaviour falls short of expectations, staff will respond in a way that is fair, proportionate, and consistent with the values and practices outlined in this policy.

School Uniform

Students in Years 7–11 all wear the Devonport High School for Girls uniform. Students are supported to take pride in their appearance and behaviour as representatives of the school community. We appreciate parental support in maintaining the high standards that contribute to our school community's ethos. If there are challenges with sourcing or replacing any part of the uniform, families are encouraged to contact the school for support. Students are expected to arrive at, and leave school in school uniform, which includes:

- brown school skirt (worn at a reasonable length, around the knee) 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, boots, high heels, canvas shoes, open-toed shoes or flip flops are not permitted).
- plain natural, black or dark brown tights or **plain white-socks** of ankle length. (Patterned, fluffy, or logoed socks are not part of the school uniform).
- 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

Students are expected to maintain natural-looking hair colours. We advise caution when using any hair dye products, particularly strong chemical dyes, which can result in unexpected colour changes or damage. Any extreme or unnatural hair colour (e.g. vivid red, blue, green, silver, etc.) will be considered inappropriate for school. 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 wristwatch and a small, discreet stud worn in each earlobe. **Piercings in cartilage areas**, such as the upper ear or nose, are **not permitted**. We strongly advise that any cartilage piercings be planned for the **summer break between Year 11 and Year 12** to allow sufficient healing time (approximately 12 weeks) and to avoid breaching the dress code during term time. Retainers are not an acceptable alternative during healing periods.

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

suitability 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 (VX3)

Fortis Black/Amber Tee or Fortis Black/Amber Polo
Fortis Black/Amber Hoodie or Fortis Black/Amber HZ Sweat
Black Ludus Shorts

Other Compulsory Items (can be purchased from any supplier)

Plain Black Sports Trackpants
Plain Black Sports Legging
Plain Black Football Socks
White Sports Socks
Shin Pads
Trainers suitable for sport, not fashion-wear.

Optional items (from VX3)

Black Motus Legging
Fortis Black/Amber FZ Rain Jacket
Black Solum or Braca Trackpants
Black/Amber/White Bobble Hat
Black Baseball Cap
Black Performance Boot Bag
Black Performance Backpack
Black Performance Kit Bag

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?

Heads of House play a key role in promoting a culture of praise and celebration. They are responsible for monitoring merit totals and ensuring that students are regularly recognised for their efforts, contributions, achievements and attendance.

Certificates may be awarded by a student's Form Tutor, Head of House, or a member of the Senior Leadership Team, depending on the level of achievement. Recognition may take place in tutor time, House events, or full school assemblies.

Merit totals contribute to the House system and are collected and published at the end of each term. The annual House Cup is awarded based on the combined achievements of each House throughout the year.

Responding to Behaviour That Falls Short of Expectations

All staff share responsibility for fostering a calm, respectful environment in which every student can learn and thrive. When behaviour falls short of our shared expectations, it is essential that responses are calm, consistent, and rooted in our values — especially our commitment to being relationship-centred and trauma-informed.

We believe that students learn best when boundaries are clear, expectations are reinforced, and adults model fairness, patience, and professionalism.

Guiding Principles

- Responses to behaviour should support reflection, reparation, and restoration
- The focus is on helping students understand the impact of their actions and make better choices
- Students should feel that responses are fair, proportionate, and consistent with school values
- Responses may differ depending on individual needs and context — we balance consistency with compassion

Possible Responses May Include:

- Non-verbal cues (e.g. proximity, eye contact)
- A calm verbal reminder or private conversation
- Logging a behaviour event for tracking and follow-up
- A short restorative conversation during or after the lesson
- Contact with parents/carers
- Temporary removal from class (e.g. Parking)
- Loss of privileges (e.g. trips, non-uniform days)
- Community contribution tasks (e.g. school-based volunteering)
- Confiscation of inappropriate items
- Short break/lunch or after-school reflection time
- Placement in internal isolation, where appropriate
- Report card monitoring (pastoral, curriculum, or SLT-led)
- A behaviour contract or individual support plan
- Suspension or permanent exclusion, where behaviour poses serious risk or harm
(Head Teacher decision only – see separate Exclusion Policy)

Smoking, Vaping, and Substance-Related Incidents

Any student found smoking or vaping on or off site while in uniform must be referred to SLT via the Head of House. Standard responses include:

- Logging on SIMS/CPOMS
- Confiscation or return to parent/carers
- Contact with home
- Additional restorative or protective actions depending on severity

Where aggravating factors exist (e.g. supplying to others, vape type, quantity, or presence of illegal substances), further responses — including suspension or permanent exclusion — will be considered, in line with the school's Drugs Policy.

Mobile Devices

We operate a **“See it, Hear it, Lose it”** policy between 8:00 a.m. and 3:35 p.m. Further information on mobile phone expectations can be found in the appendix.

Curriculum and Pastoral

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

‘Parking’ a Student from a Lesson (Reflect → Repair → Restore)

Most students regulate their behaviour with subtle in-class reminders and relational approaches. However, in rare cases where behaviour becomes significantly or seriously disruptive, and does not respond to the teacher’s usual strategies, a student may be ‘parked’ — temporarily removed from the lesson to protect the learning of others and support the student in regulating.

Parking is not a punishment. It is a short-term intervention that ensures learning can continue while the student is given time and support to reset.

When to Use Parking

Moderate disruption (e.g. persistent talking, repeated refusal, ongoing defiance):

- Parking may be used when relational approaches and classroom strategies have not been successful in restoring order.

Serious incidents (e.g. swearing at staff, threatening language or behaviour, physical aggression, discriminatory language):

- Parking should be used immediately.

Procedure

- Use the SIMS Alert / Edulink Callout to request support from the School Office.
- A member of SLT will collect the student and take them to the designated parking location.
- The student will:
 - Have a brief, supportive conversation with SLT to assess readiness to return.
 - Return to the lesson if regulated, or remain out of class until calm and ready.
- The incident is logged by SLT on SIMS.
- The class teacher provides a brief account to their HoD (verbally or via email) and edit the behaviour event on SIMS as required.

Follow-Up and Restoration

- The HoD or HoH is responsible for ensuring appropriate follow-up.
- A restorative conversation between the teacher and the student must take place before the next lesson, supported by the HoD where needed.

The focus is always on:

- Rebuilding the relationship
- Reinforcing expectations
- Enabling a successful return to learning

Responding to Behaviour Concerns

Our approach is grounded in calm professionalism, high expectations, and relational repair. Staff are expected to respond to behaviour concerns consistently, with clarity and empathy — always aiming to guide students back into learning.

Core Expectations for Staff Response:

- Stay calm, warm-strict, and consistent. Regulated adults help dysregulated students. Avoid raised voices or reactive tone.
- Use micro-scripts and agreed cues to address behaviour quickly and predictably.
- Respond immediately and proportionately, using brief interventions to refocus students whenever possible.
- Log a behaviour event on SIMS/Edulink when a student's actions disrupt learning or fall short of expectations with details of the behaviour.

Behaviour Events are logged via SIMS/Edulink by staff at the point of concern and trigger follow-up actions, including:

- Automated parental notification via Edulink
- Pattern tracking by Heads of House (HoH) and Heads of Department (HoD)
- Restorative conversations and reflection
- Targeted interventions for repeated or escalating behaviour

Escalation and Support

We recognise that not all behaviour requires the same response. Our approach is based on the belief that certainty of consequence, not severity, drives change — especially when paired with supportive, relational follow-up.

Our tiered approach distinguishes between moderate and serious disruption, ensuring responses are proportionate, consistent, and allow for restoration and re-engagement.

Moderate Disruption (e.g. repeated talking, off-task behaviour, defiance, low-level rudeness, walking out)

- Staff respond initially with reminders and micro-scripts.
- If behaviour continues, a behaviour event is logged, and the student may be:
 - Parked via SIMS Alert / Edulink Callout— SLT will collect and support
 - Issued a short same-day detention (typically 10-15 minutes at break, lunch or after school)
- The teacher holds a restorative conversation with the student (supported by HoD if needed) before the next lesson.
- Repeated incidents will trigger departmental or pastoral intervention.

Serious Behaviour (e.g. swearing at staff, discriminatory language, physical aggression, truancy, serious refusal or unsafe conduct)

- Immediate SLT callout via SIMS Alert / Edulink Callout
- SLT will remove and regulate the student, logging the incident and informing the HoH or HoD.
- A parent/carer will be contacted the same day initiated by SLT.
- The HoH or HoD leads a restorative meeting, and determines any additional follow-up after consulting the Deputy Head Teacher, which may include:
 - Longer after-school detention

- Internal isolation (decisions will be made on a case-by-case basis, considering the **student's lived experience, level of regulation, and the context of the incident**)
- Suspension (in exceptional cases)
-

SEND and Reasonable Adjustments

We do not lower expectations — but we may adjust our response for students with additional needs, trauma history, or mental health challenges, in line with the SEND Code of Practice and Equalities Act.

Adjustments may include:

- Allowing more time for regulation
- Offering de-escalation space or support staff involvement
- Logging incidents to ensure support, not simply sanction
- Consulting SENDCo or pastoral team when needed

Our aim is to address concerns firmly but fairly, always returning students to learning with dignity and clarity. Consistency builds trust — but professional judgement ensures we meet each student where they are.

Progress Reviews and Intervention Pathways

While this policy does not outline academic progress systems in full, we recognise that attitude to learning and organisation are closely connected to student engagement, behaviour, and wellbeing.

As part of our wider support model, we use progress review data to help identify students who may need additional pastoral or academic intervention.

Early Intervention and Support

- Students flagged as having multiple “Inconsistent” or “Poor” judgements for Attitude to Learning or Organisation will receive targeted pastoral support.
- This support typically begins with the Form Tutor, who will provide informal mentoring, encouragement, and weekly check-ins to help the student refocus and re-engage.
- Tutors use simple, supportive conversations to help students set and achieve small goals. This happens alongside classroom teacher strategies.

Escalation and Structured Monitoring

- Where initial support does not lead to improvement, students may move through a staged support pathway, overseen by the Head of House, and later, if necessary, by SLT.
- This may involve:
 - Pastoral or Curriculum Reports, with clear targets and regular review
 - Parental engagement, to align home-school support
 - Restorative conversations and check-ins with trusted adults
 - Referrals for additional support where emotional or contextual needs are identified

Our aim is always to build student capacity, not simply manage behaviour. By offering early, relational, and consistent support, we create the conditions in which students can improve their engagement and feel a greater sense of belonging and success in school.

Supportive Monitoring: Report Cards

In some cases, students may be placed on a report card as a short-term measure to help them meet

expectations, reflect on their habits, and receive regular, structured feedback. Report cards are a supportive tool, not a sanction — designed to open dialogue, guide behaviour change, and inform any further intervention that may be needed.

Types of Report:

- **Pastoral Report** (led by HoH): to support personal conduct, readiness to learn, and respectful interactions
- **Curriculum Support Plan** (led by HoD): to address subject-specific issues such as focus, effort, or engagement
- **SLT Report:** for more serious or persistent concerns that require broader oversight and coordinated support

Key Features:

- Students are given clear, specific targets, linked to behaviour, effort, or learning routines
- Progress is monitored daily by staff and reviewed regularly over a defined period
- Parents/carers are informed when a report is issued, including the reasons and intended outcome
- Further contact with home will take place if sufficient progress is not made, with next steps planned in partnership
- A restorative conversation or reintegration meeting may be used at the end of the report period to reflect on progress and support a positive return to independent learning

Our aim is always to support the student to self-regulate, take ownership, and succeed independently — guided by strong adult relationships, consistent expectations, and a belief in their capacity to change.

Detentions: Purpose and Practice

Detentions are not about punishment — they are opportunities to reflect, reset boundaries, and restore relationships. Our focus is on quick, proportionate responses that support behaviour change without escalating conflict or damaging relationships.

Core Principles

Detentions should be short (**maximum 15 minutes**) and served on the **same day** (break, lunch, or after school) wherever possible.

The emphasis is on a restorative conversation, not just time spent.

Detentions are issued for behaviours that disrupt learning or break community expectations — especially when reminders or redirection have not been effective.

Typical Use

Examples could be:

- Persistent low-level disruption
- Ignoring instructions
- Repeated silliness in corridors
- Putting jewellery back in after tutor time
- Failure to respond appropriately to earlier correction

This is not an exhaustive list, and staff must make a professional judgment.

Detentions should be led by the staff member involved, where possible, to preserve the relationship and allow meaningful reflection.

Serious or Escalated Incidents

For more serious behaviour (e.g. refusal, rudeness, walking out, defiance), a longer after-school detention or internal isolation may be appropriate, led by SLT and HoH/HoDs. These should still be restorative in nature and logged clearly on SIMS/Edulink.

Logging and Follow-Up

All detentions must be supported by a behaviour event logged on SIMS/Edulink.

Restorative conversation outcomes can be noted briefly on CPOMS.

HoDs and HoHs monitor detention patterns as part of wider behaviour tracking to support early intervention and coaching.

Internal Isolation

Internal isolation is a short-term, supervised intervention led by a member of SLT or the Head of House, used when a student's behaviour requires time away from the classroom.

It may be used:

- Following serious behaviour events (e.g. aggression, swearing at staff, discriminatory language)
- When behaviour has significantly disrupted learning and other interventions have not been effective
- As a safeguarding or regulation measure, allowing time for a student to calm and prepare for successful reintegration

Key features:

- Student works in a quiet space, under the supervision of SLT/HoH
- Teachers provide appropriate classwork to minimise learning loss
- A restorative conversation will take place before return to lessons
- Further action (e.g. parent meeting, after-school detention, report card, suspension) may be considered depending on the context

Internal isolation is used judiciously and relationally — not automatically — and is always intended to support a student's return to learning and the school community.

Social Isolation

Social isolation is a non-classroom-based consequence used where a student cannot meet uniform or appearance expectations and immediate compliance is not possible (e.g. dyed hair, refusal to remove jewellery).

Key features:

- The student remains in normal lessons
- During break and lunchtime, the student is supervised by a member of staff (SLT or HoH)
- Students are given time to use the restroom and access food and drink
- Parents/carers are informed and a plan for compliance is discussed
- The aim is to minimise disruption while upholding standards and giving time for reflection and correction

Social isolation is not punitive, but a calm and consistent response to ensure expectations are upheld without public confrontation or escalation.

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.

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

Under the Education and Inspections Act 2006, Head Teachers have the statutory authority to regulate students' behaviour beyond the school gates, where it is reasonable and appropriate to do so.

Our expectations for respectful, responsible behaviour apply not only within school but also:

- On school trips and visits
- During off-site learning or placements
- At lunchbreaks or when travelling to and from school
- Whenever students are wearing school uniform or representing the school in a public context
- In online spaces, where behaviour directly impacts other members of the school community or the school's reputation

This includes situations such as:

- Inappropriate or harmful comments on social media
- Bullying or discriminatory behaviour directed at other students
- Conduct that brings the school into disrepute, even if it occurs off-site or outside school hours

Where such behaviour occurs, it will be responded to using the same principles and graduated responses outlined in this policy, with a focus on restoration, reparation, and re-engagement once the student is back in school.

For most school trips, visits, and off-site events, students and families will be asked to sign an appropriate behaviour agreement to ensure clarity around expectations.

Suspensions and Exclusions

All exclusions are sanctioned by the Head Teacher.

We recognise that good discipline is essential to ensure all students can benefit from the opportunities education provides. The government supports Head Teachers in using suspension and exclusion when warranted, and we acknowledge this as a necessary part of a proportionate, structured approach to maintaining safety and high standards.

A permanent exclusion will only ever be considered 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 themselves or others in the school

Where the student is a Looked After Child (LAC), the school will consult with the Head Teacher of the Virtual School before any decision is made. Our starting point is always to avoid exclusion for LAC

students wherever possible, recognising their increased vulnerability.

All decisions relating to exclusion will also be guided by the school's Exclusion Policy and relevant statutory guidance.

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 Head Teacher, Deputy Head Teacher, DSL and/or DDSLs 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.

Responding to Racist Incidents

At DHSG, we are committed to fostering an explicitly **anti-racist culture**, in which all members of our school community feel safe, respected, and heard. We take all racist incidents seriously and respond with care, consistency, and a focus on education, restoration, and repair.

1. Aims in Responding to Incidents

When an incident occurs, our response will aim to:

- Provide appropriate support to the students affected
- Address and challenge any unacceptable behaviour
- Prevent future occurrences of racism or discrimination
- Rebuild trust and respectful relationships among students
- Reinforce our commitment to anti-racism through meaningful action and education

2. Support for Affected Students

Students who have experienced a racist incident or hate crime will be:

- Listened to with sensitivity and respect
- Offered tailored support appropriate to their needs
- Reassured that their concerns are taken seriously and acted upon

3. Investigation and Response

- A clear and proportionate investigation will take place to establish the facts
- Where an offence is **intentional**, appropriate consequences will be applied as per the Behaviour Policy
- Where the offence is **unintentional**, the student will be supported to understand the impact of their actions and change future behaviour
- In all cases, the **cause of offence will be addressed**, and an educational response provided where appropriate
- Restorative approaches will be central to resolving harm and rebuilding relationships

4. Communication

- Parents/carers of students involved will be kept informed throughout the process
- The goal will always be to ensure all students involved can move forward positively

Recording and Reporting Racist Incidents

All racist incidents, prejudice-based incidents, and hate-related behaviours must be:

- **Recorded using the Prejudice and Hate Incident Reporting Form**
- **Submitted to the Designated Safeguarding Lead (DSL)**
- **Logged on CPOMS**

The DSL will:

- Report racist incidents to the **Safeguarding Trustee** as part of regular reporting
- Submit the **termly Racist Incident Monitoring Form** to the Local Authority

Each report must include:

- Date of the incident
- Names and ethnicity of those involved (victim and perpetrator)
- Nature of the incident
- Actions taken

Escalation and Multi-Agency Involvement

The school will seek advice or intervention from the **Police, Social Care, or other agencies** where the incident involves any of the following:

- Physical violence or serious damage to property
- Repeated or orchestrated harassment, including via digital platforms
- Links to extremist groups or distribution of racist material
- Racist graffiti or public online content
- Absence or exclusion related to a racist incident

In cases where a racist incident raises concerns related to **violent extremism**, the **DSL will consult the Local Authority**, in line with the **Prevent Duty**.

Definition (Crown Prosecution Service):

Violent extremism is defined as the use of any medium to:

- Encourage, justify or glorify terrorist violence
- Provoke others to terrorist acts
- Promote serious criminal activity or incite others to do so
- Foster hatred that could lead to inter-community violence

Support

At DHSG, we recognise that persistent difficulties with behaviour are often linked to wider needs. Our response is not simply to escalate consequences, but to work in partnership with families, staff, and external agencies to understand and support the student effectively.

We know from experience that behaviour improves most sustainably when parents/carers and school staff work together, sharing insight and ensuring consistent support across home and school.

Where a student's behaviour is particularly concerning or persistent, we will always be alert to the possibility of underlying safeguarding, social, emotional, or mental health needs. Where appropriate, the student may be referred for additional assessment or intervention through the Designated Safeguarding Lead (DSL) or the SENDCo.

External Support Agencies We Work With Include:

- Local Area Hubs, including Connect2
- Educational Psychology and Behaviour Support Team
- Child and Adolescent Mental Health Services (CAMHS)

- School Nurse Service
- Peer Mentoring Project
- Student Counselling Service
- Work Related Learning Team
- Family Support Services
-

Support is always tailored to the student's needs and is designed to help them re-engage positively with school life, access learning, and build positive relationships.

Monitoring and Evaluation

The effectiveness of this policy will be regularly reviewed to ensure it is achieving its aims: fostering high expectations, positive behaviour, strong relationships, and inclusive practice.

Monitoring and Evidence May Include:

- Dialogue and feedback from staff, students, and parents/carers
- Questionnaires and surveys
- Lesson observations and learning walks
- Analysis of SIMS behaviour event data
- Trending analysis of CPOMS records

Communication with Parents/Carers

While all communication should be tailored to the individual student and situation, staff may request support in constructing letters or messages from their Head of House or Head of Department. This ensures communication is professional, consistent, and aligned with the school's restorative approach.

This policy will be reviewed annually and shared with staff, Trustees, parents/carers, and students.

Reasonable Adjustments

While consistency in the application of this policy is important, a rigid or inflexible approach can be counterproductive, particularly when supporting students with additional needs, including those with SEND or safeguarding concerns.

Children require personalised responses to support their development, well-being, and capacity to engage positively with school life. Consistency does not mean responding to every student in the same way — it means responding in ways that are aligned with our school's values of fairness, empathy, and high expectations.

Being consistent and fair is not about everyone getting the same — it's about ensuring that everyone gets what they need to succeed.

In Practice:

- Reasonable adjustments may be made to the way this policy is applied
- These decisions will be made in consultation with the Head of House, SENDCo, DSL, or a member of SLT, depending on the context and student's needs
- Adjustments will always aim to balance inclusion, support, and high expectations, and will be communicated clearly to staff, students, and families where relevant



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

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:		

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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

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:					
2	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:					
3	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:					
4	Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:			Teacher Comments:					
5	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:		

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.

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 event 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/Trustee 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/understand that if I bring my mobile device with me that I may be required to hand in my mobile device over-night to DHSG staff/other arrangement) *please delete/amend as appropriate
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

Additional Information in Relation to Statutory Guidance for Staff, Parents, Carers & Students

'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