



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 2027

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

Ratified and Adopted by the Board of Trustees on: 29/06/2026

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 DHSG
 - 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
- Reset with a member of SLT to support regulation
- Removal from a lesson by a member of SLT
- 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.

Managing Disruption in Lessons (Reflect → Repair → Restore)

Most students regulate their behaviour through subtle reminders and relational approaches. However, where behaviour becomes disruptive and does not respond to these strategies, staff follow a staged approach to ensure learning is protected while supporting the student to regulate and return successfully.

This approach is rooted in **Reflect** → **Repair** → **Restore**, with escalation where needed.

Stages of Support

1. Reminder (Restore)

Staff use least-invasive strategies to redirect behaviour:

- Non-verbal cues and proximity
- Quiet, private reminders using agreed micro-scripts
- Clear expectations and refocusing

Aim: Immediate correction and return to learning without disruption.

2. Reflection Time (Restore)

If behaviour continues:

- The student may be asked to step outside briefly to reflect
- Staff use a micro-script to give a final opportunity to re-engage
- A behaviour event is logged if disruption has impacted learning

Aim: Support the student to regulate and be ready to return.

3. Reset and Repair (Restore)

If the student is not able to regulate or re-engage:

- Staff request support using SIMS Alert / EduLink Callout
- A member of SLT collects the student
- A short **walk-and-talk** and restorative conversation takes place
- If regulated, the student returns to the lesson and is welcomed back
- If not, the student remains with SLT/HoH until ready

Aim: Regulation, reflection, and supported reintegration into learning.

4. Removal (Restore)

If disruption continues after a reset, or for serious incidents:

- A further SIMS Alert / EduLink Callout is made
- SLT/HoH removes the student from the lesson for the remainder of the session
- The student is supervised and supported to reflect
- A restorative conversation is arranged before the next lesson

Aim: Protect learning and ensure meaningful restoration before return.

When to Escalate Immediately

For serious behaviour (e.g. swearing at staff, discriminatory language, aggression, unsafe conduct):

- Staff should move directly to **Reset and Repair or Removal**
 - SLT will intervene immediately via callout
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Recording and Communication

- Behaviour events are logged on SIMS/Edulink:
 - **Moderate disruption including RESET:** logged by the classroom teacher
 - **Removal:** logged by SLT as appropriate
 - Parents/carers will be notified through Edulink
 - HoH/HoD monitor patterns and coordinate support
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Follow-Up and Restoration

Following any Reset or Removal:

- A **restorative conversation must take place before the next lesson**
 - This will be led by the teacher, supported by HoD/HoH or SLT
 - The focus is consistently on:
 - Rebuilding the relationship
 - Reinforcing expectations
 - Enabling a successful return to learning
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Linked Sanctions

Sanctions provide structure and reinforce expectations, while supporting reflection:

- Immediate short detention (e.g. 10 minutes) following removal
- Extended sanction (e.g. 30 minutes lunchtime or after school) where disruption persists

Sanctions are always paired with restorative work to ensure behaviour change.

Core Principles for Staff

Staff responses should remain:

- Calm, consistent and 'warm-strict'
- Relational, not reactive
- Focused on swift return to learning

Certainty, clarity and follow-up are prioritised over severity of sanction.

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.

Core Principles: Detentions and Follow-Up

Detentions are used to support reflection, reinforce expectations, and enable successful restoration to learning. They are proportionate, timely, and linked to the level of disruption.

- **Detentions should be short, structured, and purposeful**, taking place the same day wherever possible (break, lunch, or after school).
- **A 10-minute detention** is used following disruption or a reset, providing a structured opportunity for:
 - A restorative conversation
 - Reflection on behaviour
 - Preparation for a successful return to learning
- **A 30-minute detention** is used where:
 - Disruption is persistent
 - A student has been removed from a lesson
- Further time is needed to reflect, repair and reinforce expectations
- **Responsibility for detentions is shared clearly:**
 - **Heads of Department (HoD)** oversee and coordinate detentions related to **academic disruption within lessons**
 - **Heads of House (HoH)** oversee and coordinate detentions related to **pastoral or wider behavioural concerns**
- The emphasis is always on **restorative dialogue rather than simply time spent**, ensuring that students understand the impact of their behaviour and how to improve.
- Detentions are issued where behaviour:
 - Disrupts learning
 - Falls short of community expectations
 - Has not improved following reminders and reflection

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.

Where possible, the member of staff who witnesses the behaviour takes responsibility for follow-up, including:

- Challenging the behaviour at the time
- Logging the behaviour event on SIMS/Edulink
- Leading or initiating the restorative conversation
- Issuing and overseeing the appropriate detention

Where this is not possible, **responsibility may be supported or delegated to the Head of Department (academic) or Head of House (pastoral)** to ensure timely and consistent follow-up.

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 where appropriate. Parents/carers will be informed of behaviour concerns through Edulink; however, staff are encouraged to make direct contact where appropriate to ensure clear communication and strengthen home-school relationships.

Where behaviour has required a detention, reset, or removal, staff should ensure that parents/carers are aware that:

- The concern has been addressed
- A restorative conversation has taken place
- Expectations for future behaviour have been reinforced

This communication may take the form of a brief email or phone call, particularly where:

- Behaviour is repeated
- The incident is more serious
- Additional support or reinforcement from home would be beneficial

Half-termly (or every six weeks), behaviour logs are collated and shared with Heads of Department (HoD), Heads of House (HoH), and Heads of Faculty (HoF) to support:

- Identification of patterns and trends
- Early intervention and targeted support
- Coaching and consistency across departments and pastoral teams

Heads of Department (HoD), Heads of House (HoH), and Heads of Faculty (HoF) use this information to monitor behaviour and detention patterns and coordinate appropriate follow-up.

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.

HoDs should also consider the dynamics of teaching groups, and may implement adjustments where appropriate to support learning and behaviour. This may include:

- Directed adjustments to seating plans or classroom routines, where required
- Temporary or longer-term movement of students between groups or sets
- Coordinated strategies across a department where patterns of behaviour are identified

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 and will be taken in line with the latest guidance and Exclusion Policy.

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 Suspension and Permanent Exclusion Procedures guidance which can be found in the Appendix of this policy

Positive Handling and the Use of Reasonable Force

There may be occasions where staff need to use reasonable force or other restrictive interventions to maintain safety and good order.

This will always be a last resort, following de-escalation, and must be reasonable, proportionate and necessary.

Reasonable force may be used to:

- Prevent behaviour that risks harm to the student or others
- Stop a fight or prevent injury
- Prevent a student harming themselves
- Remove a student from a situation where their behaviour is causing serious disruption and they have refused to leave

Force must never be used as a punishment.

This policy is informed by the Department for Education guidance on Use of Reasonable Force (2013) and Restrictive Interventions, including Use of Reasonable Force in Schools (effective from April 2026).

Recording and Communication

- All incidents involving the use of force must be recorded on CPOMS
- Parents/carers will be informed as soon as practicable, normally on the same day

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.

In line with statutory guidance, unsubstantiated or unfounded allegations will not be treated as malicious.

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, with external agencies, including Police involved where appropriate.

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.

This approach is in line with:

- Keeping Children Safe in Education (KCSIE), September 2025

- Relevant safeguarding legislation and guidance on sexual violence and harassment
- For further information, please refer to the Safeguarding and Child Protection Policy.

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.

This section reflects our duties under:

- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Keeping Children Safe in Education (KCSIE), September 2025

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).

Extremism seeks to create division, fear and intolerance, limiting the life chances of young people. Education plays a key role in countering this by developing students' knowledge, critical thinking and ability to engage with different perspectives.

At DHSG, we provide a broad and balanced curriculum that promotes respect, inclusion and understanding, ensuring all students feel valued and able to thrive.

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

Responding to Extremism and Prejudice

Any extremist views, prejudice, or discriminatory behaviour will be challenged and addressed in line with:

- This Behaviour for Learning Policy
- The Equality Act 2010
- The Safeguarding and Child Protection Policy

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 motivated by prejudice linked to a protected characteristics (Equality Act 2010).

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. All racist incidents will be recorded and monitored in line with the school’s duties under the Equality Act 2010 and Local Authority guidance

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

Serious incidents may be referred to external agencies in line with KCSIE (September 2025) and local safeguarding procedures.

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 Appropriate pastoral or safeguarding support 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

Reasonable adjustments will be made in line with the Equality Act 2010.

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

❖ *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 Pastoral Report, and agree to work towards the targets I have been set"

Signed: _____ (Student) _____ (Head of House) _____ (Parent/Carer)

❖ *After the Report...*

Head of House's Summary

Recommendations/Further Action Required

Signed/Date: _____ (Student)

Signed/Date: _____ (HOH)

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:			
	1	2	3	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:			Teacher Comments:			
	1	2	3	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:			Teacher Comments:			
	1	2	3	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:			Teacher Comments:			
	1	2	3	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:			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	Teacher Comments:				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:				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:				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:				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:				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:					
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

This policy reflects the Department for Education guidance:

“Mobile phones in schools” (February 2024, updated February 2026).

The guidance is clear that schools should be mobile phone-free environments by default, with use prohibited throughout the school day, including lessons, transitions, break and lunchtime. [gov.uk]

At DHSG, we have adopted this approach to:

Support focus and learning

Promote positive social interaction

Reduce safeguarding risks associated with mobile technology

We recognise that digital technology has an important role in education; therefore, school devices and systems will continue to be used to support learning.

Expectations

Years 7–11

Mobile devices must be switched off and out of sight from 8.00am to 3.35pm

Devices must not be used anywhere on the school site during this time, including between lessons, break and lunchtime

If brought to school, devices must remain securely stored in lockers or bags

Sixth Form

Mobile devices may be used in designated Sixth Form areas (Sixth Form Centre, Rooms 6 and 7 during independent study)

Use must be responsible and appropriate

Staff

Staff are expected to model the expectations

Mobile devices should be out of sight during lessons and when supervising students, unless being used for a clear educational purpose

Visitors

Visitors will be asked to switch off and store devices out of sight between 8.00am and 3.35pm

Communication with Home

Parents/carers should contact students via the school office in an emergency

Implementation and Enforcement

This policy will be applied consistently across the school.

Where a mobile device is seen, heard or used, staff will confiscate it and follow the staged response below.

Response to Breach

First response to misuse

- Device confiscated and stored securely
- Returned to student at the end of the school day
- Behaviour event logged on SIMS/Edulink
- Parent/carers informed

Second response to misuse

- As above
- Student required to hand in device at the start of each day for 4 school days
- Behaviour event logged
- Parent/carers informed

Third response to misuse

- As above
- Parent/carers meeting with Head of House / Sixth Form Team
- Device handed in daily until expectations are met
- Detention issued

Further breaches

Referred to SLT for further action

Additional Expectations

Any use of social media or messaging during the school day will be treated as a serious breach and referred to the Head of House

Mobile devices may be searched and confiscated in line with statutory guidance where necessary

Reasonable Adjustments

In line with the Equality Act 2010, adjustments may be made where students:

- Require devices for medical needs
- Have SEND or safeguarding considerations

These will be agreed with the Head of House, SENDCo or DSL.

APPENDIX C:

ACTIONS IN RELATION TO RACIST INCIDENTS

All incidents must be considered as potential safeguarding concerns and referred to the Designated Safeguarding Lead (DSL) where appropriate, in line with Keeping Children Safe in Education (KCSIE, September 2025).

The DSL will assess the risk and consider referral to external agencies, including Children's Social Care, the Police and/or the Channel Panel, where thresholds are met, in line with KCSIE (September 2025) and the Prevent Duty (Counter-Terrorism and Security Act 2015). 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 will consider referral to external agencies, including Children's Social Care, the Police and /or Channel Panel, in line with KCSIE (September 2025)

DSL will consider referral to external agencies, including Children's Social Care, the Police and /or Channel Panel, in line with KCSIE (September 2025)

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 appropriate pastoral or safeguarding support pastoral or safeguarding support 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 will be informed, unless doing so would place a student at risk.
4. Offer support to the victim and appropriate pastoral or safeguarding support 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/appropriate pastoral or safeguarding support 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/appropriate pastoral or safeguarding support 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 will be informed, unless doing so would place a student at risk.

4. Offer support/appropriate pastoral or safeguarding support 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 will consider referral to external agencies, including Children's Social Care, the Police and /or Channel Panel, in line with KCSIE (September 2025)
3. Parents/Carers should be informed.
4. Offer support/appropriate pastoral or safeguarding support 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 will be informed, unless doing so would place a student at risk.
5. Offer support to the victim and appropriate pastoral or safeguarding support 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/appropriate pastoral or safeguarding support 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 will consider referral to external agencies, including Children's Social Care, the Police and /or Channel Panel, in line with KCSIE (September 2025)

2. Recruiter should be interviewed.
3. Parents/carers will be informed, unless doing so would place a student at risk.
4. Offer support/appropriate pastoral or safeguarding support 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/appropriate pastoral or safeguarding support 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/appropriate pastoral or safeguarding support 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.

This appendix reflects the school's duties under the Equality Act 2010 to prevent discrimination, harassment and victimisation.

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	

