

Behaviour and Inclusion Philosophy

We believe that all members of the Darton High School community have the right to feel safe, secure and respected.

Behaviour Policy

Specifically they:

- Have the right to access high quality education in stimulating learning spaces
- Can achieve to the very best of their abilities in all subject areas
- Will develop their Social and Emotional aspects of learning as well as their academic skills
- Will be best equipped to move onto the next stage in their career, be that further education, employment or training

To ensure we are able to deliver the best quality of teaching and learning in every area of school we will endeavour to maintain an ethos of respect, respect for our space, our feelings, our time and our property.

We also understand all of us have rights but everyone in school also has responsibilities.

Our Responsibilities:

Adults

- To support the aims of the school
- To aim for the highest achievements by all
- To demonstrate the behaviours we expect of our students
- To be consistent in all dealings with students
- To follow both the sanction and the praise and reward systems
- To meet all the needs of the school – educational, social and behavioural.
- To take into account a students disability when dealing with challenging behaviour.

Students

- To support the aims of the school
- To work to the best of their ability in all subject areas in school
- To care, listen to and respect each other and themselves
- To accept responsibility for their own actions and words
- To accept the discipline and values of the school
- To share in looking after the fabric of the school
- To attend regularly and promptly.

Parents

- To support the aims of the school
- To ensure their child is punctual to and present at school
- To provide the school with all the information necessary to look after their children
- To respond appropriately to all letters and contacts made by the school
- To accept and promote the Behaviour Policy of the school.

School Expectations for Students

- Treat all people in school with courtesy, respect and consideration
- Allow teachers to teach and fellow students to learn. The classroom should be a positive, learning, enquiring space at all times.
- Be prepared for each day and every lesson – with planner, pens, pencils, rulers and all the appropriate books and equipment.
- Respect the fabric, buildings and grounds of the school – moving sensibly, and sharing in keeping the area clean and tidy and helping to create and maintain its image and display.
- To be punctual and to attend school every day.

Praise and Rewards

Good work, behaviour, attendance, a strong sense of community and caring for others will be rewarded. The rewards will be reflected by:

- Verbal praise from teachers and adults
- The whole school merit system, resulting in merit certificates
- Subject postcards sent home
- Phone calls, comments in planners and letters home
- Subject commendation letters
- Positive achievement points being logged on the school electronic data systems (SIM's)
- Presentation assemblies and evenings
- Recognition of work and display around the school
- Certificates and visits to reward excellent attendance
- The Quality of School Visits, Field Work, Expressive Arts, Sports and Extra Curricular activities.

Sanctions

If behaviour is having a negative effect on the teaching and learning or is infringing on the schools inclusion philosophy, students can expect the following consequences and processes to take place.

All staff will follow the 5 Stage Sanction System when in school; this is a consistent system that enables staff and students to understand the process of behaviour management and take ownership of the escalation of situations from minor incidents to more serious situations.

Where appropriate staff will use acceptable reasoning to diffuse all situations without the need for sanctions, however when this isn't possible students can expect the following series of sanctions:

1. **15 MINUTE DETENTION (Break or Lunch)**
2. **30 MINUTE DETENTION (Lunch or After School)**
3. **CALL OUT - RESULTING IN A 1 HOUR AFTER SCHOOL DETENTION**
4. **1 DAY IN SECLUSION FROM 8.50AM – 4.30PM**
5. **STUDENT PLACED IN TWILIGHT PROVISION**

The above does not need to be followed in order, there may be occasions whereby staff jump certain sanctions due to the nature of such offences.

Structured Withdrawal – If behaviour continues to disrupt the teaching and learning or there is an isolated incident requiring an immediate response a Head of Year or Senior Leader will attend the lesson to assess the situation and make one of four decisions.

1. Talk to the student and return them to their original lessons to continue learning.
2. Move the student to a different lesson in the same subject area
3. Move the student to a different lesson in a different subject area
4. Remove the student from circulation for a set period of time.

If a students behaviour is deemed to be of a severe nature there may be follow on consequences within our inclusion and support centre, these include:

- Spending a day in Seclusion, this day runs from 8.50am to 4.30pm
- Internal Exclusion, 1-5 days, held in Seclusion, this day runs from 8.50am to 4.30pm
- Fixed Term External Exclusion, 1-5 days.
- Alternate Provision (AP) in our Twilight Program*. This runs from 3.30pm – 5.00pm Tuesday to Friday, and can in be addition or instead of mainstream education.
- Students may be placed on a Partial Timetable*
- Permanent Exclusion from Darton High School

Support Systems within School

The school has a varied and intensive support structure in place to allow students to address any needs they may have, these include:

- Referral to the LSU – The LSU has 3 main areas, providing a different service for students
 - 1 Long-term support for students who have behaviour or academic needs in several or all subject areas. This is staffed by the Inclusion Manager and a teaching assistant.
 - 2 Short-term intervention for students who require additional support in certain key areas such as Literacy and Numeracy or more pastoral issues such as anger management or bereavement. Staffed by a Senior Teaching Assistant.
 - 3 Quiet study area, allowing students catch up on missed work. Overseen by all Inclusion staff.
- Seclusion – The Seclusion Room is used for students who are:
 1. Internally Excluded as an alternative to a Fixed Term Exclusion (Can be 1-5 days)
 2. Referred by Inclusion staff or SLT for persistent disruptive behaviour (Can be 1-10 days)
 3. Carrying out a sanction as part of the 5 Stage Sanction System (normally 1 day)
- Heads of Year – Act as call out staff for lesson support, also carry out normal Head of Year duties, including support groups, attendance monitoring, assemblies.
- Parental Support Advisor – Acts as a link between school and parents, operates the family SEAL program, works with 80%-85% attendance concerns.
- Education Welfare Officers – Work in conjunction with the Inclusion team to support attendance concerns, specifically students whose attendance is below 80%
- Connections – Careers advice offered in school
- Child Protection Officer – A designated member of staff who leads on matters arising where we feel a child's safety is at risk.
- Special Educational Needs Co-ordinator (SENCO) – Member of staff responsible for all students who appear on the SEN register, this includes target setting, tracking progress, feeding back to all relevant parties and takes a whole school lead on sharing information on best practice in how to deal with all matters SEN based.

We also work very closely with external agencies and will refer for support when we feel appropriate, these include the:

- Educational Psychology Service
- Education Welfare Service
- Springwell and BASE (LEA Pupil Referral Units)
- Behaviour Support Services (BSS)
- Youth Service
- Youth Offending Team
- Social Services
- Child and Adult Mental Health Service (CAMHS)
- BARN – Substance abuse support group
- NHS - School nurse

In addition to the above services there will be additional support provided from other agencies as and when the school feels it appropriate. In most cases the school will liaise with parents when involving external agencies, however there may be occasions when this is not the case.

Policy implemented by the Lead Behaviour Professional September 2009, amended April 2010.

** The Twilight Provision and Partial Timetables are short-term measures used to address the issues around the students needs and reintegrate them back into mainstream education as soon as their behaviour allows, parents will be fully involved in any student being referred to the Twilight Program and Partial Timetable and will be part of the process to reintegrate them back into lessons.*