



# Davenant Foundation School

## BEHAVIOUR POLICY

Last Reviewed: November 2024

Next Review: November 2025

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individuals' equality rights within our school community

<b>Policy Name</b>	Behaviour Policy	<b>Committee Responsible</b>	Full Governors
<b>Status</b>	Mandatory	<b>Committee Person i/c</b>	Adam Thorne
<b>Produced by</b>	DHL	<b>First Agreed</b>	June 2019
<b>Date Produced</b>	May 2019	<b>Last Review Date</b>	November 2024
<b>References</b>		<b>Next Review Date</b>	November 2025

### *POLICY DETAILS*

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individuals' equality rights within our school community

As a community we believe in the need to reflect the love of God in all aspects of the Community by 'nurturing mind, body and spirit'. **We will be:**

**Compassionate:** To encourage and show concern for others whilst displaying kindness and honesty.

**Determined:** The desire to succeed in school and life with energy, commitment and diligence, showing persistence.

**Open-Minded:** The willingness to be quick to listen and slow to speak; accepting each other's differences and new ideas.

**Respectful:** To show fairness and consideration through acting in a thoughtful and understanding manner.

**Inclusive:** Displaying tolerance and acceptance of different religions, denominations, race, age, abilities and sexuality.

### **Vision and Values**

We believe that in order to achieve the Vision and Values of Davenant Foundation School 'To reflect the love of God in all aspects of the community; nurturing the mind, body and spirit' that excellent attitudes and behaviours in all of school life is essential. Davenant aims to develop a pupil's sense of responsibility and independence for their own actions and to ensure that they do not affect the education of others nor their own due to poor behaviour. We start from the position that we trust our students to make the right choices and guide and support them if they do not.

Davenant expects each staff member to take responsibility for upholding standards of behaviour and leading by example in school and the wider community by implementing this policy and others fairly and consistently. The policy will be revised regularly.

*The Governors of Davenant Foundation School are fully committed to supporting the school to ensure that all students have the opportunity to fulfil their potential. In order for this to happen, the Governors believe that there needs to be good order and discipline in the school and every member of the school community must play their part in ensuring that learning can take place in a conducive environment. The Governors also believe that all members of the school community have a right to work and learn in an environment where there is respect for each other, which is free from harassment or intimidation.*

*The school promotes positive behaviour through its approaches to teaching and learning and through its reward system. The Governors also expect parents/carers to support the school if the need arises in helping to discipline their child. We expect parents/carers to be polite and courteous when dealing with staff. We will not tolerate any parent/carer who behaves in an unacceptable manner to our staff and we will support action taken by the school to deal with these situations. The Governors believe that by working together, students, parents/carers and staff can support each other to ensure every student has the opportunity to fulfil their potential. This is further clarified in The Home/School Agreement (appendix I).*

This policy needs to be read in conjunction with the following policies, which can be accessed on the school website:

- School Attendance Policy
- Child Protection Policy
- Code of Conduct – Staff and Students
- Equality and Diversity
- Exclusion and suspension policy
- ICT appendix
- Searching, seizing and confiscation
- Surveillance and CCTV
- Health and Safety Policy
- SEND Policy

## **Legal framework**

This policy has due regard to statutory legislation and Guidance, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2020
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022

This policy has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in school' 2016
- DfE 'Keeping Children Safe in Education' 2023

## **Encouraging good behaviour**

Davenant wants all students to enjoy their time at school, obtain good qualifications and gain the skills, knowledge and behaviours needed to be successful. This is done through participation, opportunities and positive relationships with staff and peers. Davenant wishes to create a culture where students and staff flourish in safety and with dignity.

Staff always try to build relationships with students and encourage students to choose the right behaviour. Teachers use a number of classroom management strategies, give chances of success and reward success, emphasising the positive, and ensuring students have a fair and consistent experience, and understand expectations. Our approach to rewards and consequences is based on the concept of trust. In the first instance we trust our students to make the right decisions. If they break that trust and make poor decisions, we work with them to help rebuild trust.

## **Rewards and Praise**

The school recognises that pupils should be rewarded for their display of good behaviour and that they take pride in their studies and conduct around school. The school will use the following rewards for displaying good behaviour:

- Certificates
- Post-cards home
- Verbal praise
- Prizes
- House points
- End of term whole-class rewards
- Trips and Visits

There is a full '**Davenant Awards**' approach for students from Years 7 to 13 that recognises their achievements, progress and positive attitudes. The awards include:

- Head Teacher Awards
- House awards
- Leadership awards
- Sports and Music colours
- Lapel badges (Bronze Silver, Gold and Platinum) for gaining credits
- Extra-Curricular awards
- House Prefects
- School Prefects
- Senior Prefects

These awards are presented in the February and July Assemblies

## **Key roles and responsibilities**

### **Governing Body**

- The Governing Body has overall responsibility for the implementation of the behaviour policy and procedures of Davenant Foundation School.
- The Governing Body has overall responsibility for ensuring that the Behaviour Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

- The Governing Body has responsibility for handling complaints regarding this policy as outlined in the school's complaints policy.
- The Governing Body may be the final arbiter in incidents of possible permanent Exclusion.

#### **Headteacher**

- The Headteacher will be responsible for the creation, establishment and maintenance of behaviour expectations, encouraging self-discipline and a positive environment.
- The Headteacher will be responsible for the day-to-day implementation and management of the behaviour policy and procedures of Davenant Foundation School.
- The Headteacher will have oversight of all serious sanctions, including suspensions and permanent exclusions.
- The Headteacher will be responsible for formal complaints made to the school. They may delegate this responsibility to a senior teacher or pastoral lead.
- The Headteacher has responsibility for suspensions and exclusions and will delegate when not on site to the Deputy Headteacher.

#### **Staff**

- Staff, including teachers, support staff and volunteers will be responsible for following the policy and for ensuring pupils do so also. They will also be responsible for ensuring the policy is implemented, in a timely fashion, fairly and consistently being mindful of students' specific behavioural and learning needs.
- Staff, including teachers, support staff and volunteers will seek to create a supportive and high quality, safe learning environment, teaching positive behaviour for learning and implementing the agreed policy alongside the health and safety expectations of their subject specialisms. They will work within the guidance laid out in the Staff Code of Conduct.
- Where circumstances arise, that endanger the safety of students or staff members, the school will act swiftly and decisively, to remove the threat and reduce the likelihood of its re occurrence.

#### **Parents/Carers**

- Parents and carers will be expected to take responsibility for the behaviour of their child/children inside and outside of school.
- Parents and carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home and on the way to school.
- Parents and carers will uphold schools' expectations and will support the school in seeking the best behaviour from their children.

#### **Pupils**

- Pupils are responsible for their own behaviour both inside school and out in the wider community.
- Pupils are responsible for their social and learning environment whether in the physical or virtual worlds, and agree to report all undesirable behaviour to the school staff promptly.
- Pupils should recognise that all pupils deserve the right to learn in an environment that is calm, safe and supportive. They will be made aware regularly of the required standards to behaviour.

Pupils will be expected to follow the school Code of Conduct that requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Demonstrate self-discipline and proper regard for authority.
- Relate to one another in a culture free from bullying of any kind.
- Arrive to lessons on time and fully prepared and equipped.
- Follow instructions given by the teacher and show respect. Engaging in lessons to the best of their ability.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested to an acceptable standard.
- Report unacceptable behaviour to staff.
- Show respect for the school environment.
- Act in a way that shows respect for the school reputation and traditions both in and out of school.
- Be punctual to all lessons and events.
- Be responsible for their on-line presence and social media content.

#### **All stakeholders**

- All members of the Davenant Community will demonstrate a polite and supportive relationship with each other reflecting the Davenant ethos, vision and values.

#### **Pupils with special educational needs and/or disability**

- All students whilst being expected to maintain high standards of behaviour, will be supported to ensure they achieve and thrive.
- It is understood that SEND and those students exhibiting behaviours directly associated with their conditions, will be accommodated in a fair and reasonable manner and supported to achieve success.
- Sanctions applied for poor behaviour in this situation may be adapted for those students with specific learning needs and conditions in line with the Equality Act.

### **Definitions**

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

In order to foster a positive learning environment, we believe, at Davenant, that these relationships must be developed and supported. Rather than focusing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.

Davenant Foundation School defines a **“serious unacceptable behaviour”** as any behaviour, which may cause harm to self, or others, damage the reputation of the Davenant Foundation School within school and in the wider community and/or any illegal behaviour including but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and marital status.

- Harassment – behaviour which is unwanted, offensive and affects the dignity of the individual or group of individuals. This includes Staff, Students, Parents/Carers or the public.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Bullying – a type of harassment, which involved persistent actions, criticism or personal abuse, which humiliates, intimidates, frightens or demeans the individual.
- Cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating, demeaning or threatening nature.
- Possession of legal or illegal drugs, alcohol, tobacco or vapes.
- Presenting at school under the influence of drugs or alcohol.
- Possession of banned items. (See Searching, seizing and confiscation policy)
- Truancy.
- Smoking or Vaping.
- Refusal to comply with disciplinary sanctions
- Theft.
- Swearing.
- Fighting.
- Any illegal behaviour as defined by British Law
- Viewing, storing or distribution of offensive or inappropriate material
- Expressing unwarranted and/or insulting views about the school and/or individual members of the school community
- Graffiti

Davenant Foundation School defines a **“low level unacceptable behaviour”** as lower-level bad behaviour, which may disrupt the education of the perpetrator and/or other pupils including but not limited to:

- Lateness.
- Low-level disruption and talking in class.
- Failure to complete classwork.
- Rudeness.
- Lack of correct equipment.
- No homework.
- Inappropriate use of mobile phones.
- Chatting and gossip
- Noisy/loud, unruly behaviour.
- Running or boisterous behaviour in corridors or behaviour that causes others harm or fear.

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach or repeat offences.

### **The Schools jurisdiction defined**

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when students are representing the school or are the responsibility of the staff. It applies when students are off site on study leave or work experience. When students are travelling to and from school, they are considered to be representing the school, therefore the school rules still apply. It applies to students regardless of whether they are wearing our uniform or not.

The school reserves the right to investigate and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school, its student's staff or parents/carers. This includes misuse of social media and poor behaviour that is witnessed and reported by staff, or members of the wider community.

This policy applies to students of other educational institutions when they are on our school site, as well as to Davenant students whilst they are attending other institutions for educational purposes. This policy is written with due regard to all equality legislation. The school's authority to exercise its various powers are statutory and set out in the Education and Inspection Acts 1996 and 2006 and the various Department for Education guidance documents that stem from it. When responding to behaviour that falls short of our high expectations, the school seeks to act proportionately and fairly and sanctions will reflect individual circumstances. Treating students who choose to transgress the rules fairly, does not always mean the same as treating them identically.

### **Investigation of incidents**

- The school apportions blame for incidents based on the civil standard of proof i.e. on 'the **balance of probabilities**'. This means that the school does not need the same level of evidence before attributing blame as the police and the judicial system. However, we will gather as much evidence as deemed reasonable by the circumstances before making the decision on the balance of probabilities.
- If having gathered evidence, staff feel it is more likely than not that the student committed a breach of the rules, then that is sufficient for the school to apportion blame and impose a sanction.
- Before determining the probability of a student's involvement in an incident, we will seek the views of witnesses (where appropriate or possible) and the student under investigation. An exception to this general procedure is incidents witnessed by a member of staff. In such cases, the staff member's statement is deemed sufficient to apportion responsibility. CCTV may be used but is not essential.
- Members of the public may be invited into the school to identify students from anonymised photographs for incidents that occur in the wider community.
- Any member of the school staff can impose sanctions. Sanctions that are more serious are generally the preserve of senior staff or the Headteacher.

### **Searching students**

- Staff members may request for students to check their bags and pockets for specific items. Heads of Year and (HOYs only allowed to check with SLG) the Senior Leadership Team when accompanied by another member of staff may use common law to search pupils with their consent for any item including their blazer, backpack or locker.
- Under Part 2, Section 2 of the Education Act 2011, teachers are authorised by the Headteacher or the Deputy if the Headteacher is unavailable, to search for any prohibited item including but not limited to tobacco, Vapes and cigarette papers, as well as illegal drugs, offensive weapons and alcohol without the consent of the pupil if they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item. However, if the student refuses, then the parents/carers would be called in as witnesses.
- Searches will be conducted by a same sex member of staff with another member of staff as a witness unless on the rare occasion there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.
- Staff members may require a pupil to remove outer clothing including hats, scarves, boots, coats.

- When there are grounds for suspicion, a detector may be used to identify items hidden under clothing. Please see Searching, Screening and Confiscation Policy.
- Key members of staff with The Headteacher's permission, and who are trained may use such force as is reasonable given the circumstances when conducting a search for alcohol, offensive weapons, illegal drugs or tobacco products.
- In extreme cases the Police may be called to support the search.

(See Appendix III for searches relating to electronic devices)

### **Confiscation of property**

- All banned items should be confiscated immediately. All items confiscated should be labelled with the student's name and brought to the relevant key stage office.
- Illegal or dangerous items will be disposed of or handed to the police. Prohibited use of electrical devices will result in a seven-day confiscation including the day the item/s were confiscated.
- Students that require mobile phones for their journey home will be allowed to collect phones from their head of year after the school day has finished and return it before school the following day. Other items that break the school's uniform policy will be confiscated for 7 days. See Appendix VII.

### **Attendance on school trips / activities**

- We want all students to have the opportunity to partake in school trips as we believe it gives positive experiences and enriches the curriculum.
- There is no automatic right for any student to go on a school trip and it is essential that they have demonstrated the correct behaviours to be trusted on school outings.
- Any student having a recorded serious consequence must have the permission of the Head of Year before they are able to participate in any school trip /activity.
- Staff will consult the Heads of Year and Designated Safeguarding lead before taking students on trips.

### **Recording Behaviour**

- Every student starts the year with 100 Trust Points on their profile. If a student demonstrates poor behaviour or a poor decision Trust Points can be taken away. Davenant Foundation School utilises TASC's Talaxy for its Pupil Data Management Software. This software is used to record and monitor all positive and negative behaviour and any rewards, Trust Points and sanctions that are applied.
- Talaxy allows staff to analyse behaviour for individuals and groups of students in order to design effective improvement measures. It also allows the school to provide parents/carers with a comprehensive breakdown of each student's positive and negative behaviour.
- Tutors, Heads of Department, Head of Teaching & Learning Areas, Head of Year and the Senior Leadership Group review entries on Talaxy on a regular basis. This ensures that middle and senior leaders have a detailed awareness of standards of behaviour throughout the school and are able to shape positive developments in student and teacher performance (*Please read GDPR policy for how we protect student data and retention schedule for how and when data is deleted*)



## **Use of Sanctions**

**Rationale:** At Davenant Foundation School we believe that positive reinforcement and sanctions are both important and necessary to support the whole school culture. Davenant believes that taking disciplinary action and providing appropriate support are not mutually exclusive actions and should go hand-in-hand. We are clear that our rules are fair, in the best interests of the students and that sanctions will always be applied when students choose to transgress them. At Davenant Foundation School there is no corporal punishment.

There are several reasons we may choose to impose a particular sanction:

- To deter a student from choosing to transgress the rules on further occasions and, importantly, to deter others from lowering their own standards of conduct or appearance. To that end, all sanctions are 'an example' to others of the consequences of poor conduct.
- To express the disapproval of the school or wider community, members of which have a right to learn in a safe and orderly environment and the right to belong to an institution whose reputation is protected from tarnish by others.
- To provide an opportunity for restorative justice where appropriate or possible.
- To ensure that the overwhelming majority of students can continue to receive the high standards of education they have come to expect, free from disruption and free from any action that may harm their well-being.
- To ensure that staff can deliver high quality teaching and discharge their duties free from disrespectful behaviour both in school, the wider community and on-line.

Adjustments may be made to routines for pupils with additional needs where appropriate and reasonable to ensure pupils meet behavioural expectations. Adjustments may be made pro-actively e.g. a pupil who has recently experience a bereavement may need special consideration as well as those with special education needs and/or disabilities.

## **Working with the relevant Authorities**

- Where pupils display aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to contact the police and offer the family of the victim the right to go to the police.
- At the point the police may ask the school to halt their investigation but the school has the right to continue the investigation if the Head Teachers deems it appropriate. • Any pupil, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises and repeated poor behaviour may result in a ban from site.

## **Discipline and sanctions**

Teachers have the freedom to impose sanctions and remove trust points appropriately depending on the behaviour, and age, of the pupil. This list is not incremental and the appropriate sanction/intervention will reflect the nature of each case:

- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable.
- If the pupil does not stop immediately, the teacher will give a second warning.(The teacher has the right to move straight to a higher sanction if the behaviour warrants it)
- If the pupil continues to behave badly, the teacher will give a final warning, advising that if they continue, they will remove the pupil from the classroom.
- If the pupil continues the behaviour following the final warning, the teacher will complete a Talaxy referral and may issue another sanction.

- Sanctions will be dependent on the seriousness of the misdemeanour.
- If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their break/lunchtime indoors, after receiving a final warning.
- Any pupils that are sent indoors will be supervised by a member of staff at all times.
- Staff will take away trust points for poor behaviour, uniform or work.

Teachers will use their judgement when issuing sanctions or removing trust points, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any recurrence of behaviours.

### **List of Sanctions used as appropriate at Davenant Foundation School (in no particular order):**

The school has a range of disciplinary measures which can be used, including, but not limited to, the following:

- **Taking away privileges**, e.g. not being able to participate in non-uniform days, or losing extra-curricular privileges and prized responsibility.
- **Confiscation** – items that do not adhere to the uniform policy will be confiscated for one week (e.g. jewellery, hoodies, etc).
- **Verbal reprimand/admonishment.**
- **A behaviour record on TALAXY** (*refer to Recording Behaviour paragraph*)
- **Removal of trust points**
- **Removal from lesson** - referral to the department safe room or removal by a senior teacher after two verbal warnings. For incidents that are more serious, removal is without warning. Sometimes we employ a reduced number of warnings after consultation with a class teacher. Students are always informed of this. Trust is placed in students to go unescorted and directly to the safe room when sent. Failure to do so results in removal by The Senior Leadership.
- **On-Call and Safe-Rooms** - When the classroom sanctions have been exhausted or the misbehaviour is serious and repetitively disruptive of others' learning, the member of staff should either: Send the student to The Departmental Safe-Room or summon The On-Call Senior Teacher who will either escort the student to the safe room or remove the student to be dealt with directly by The Senior Leadership due to the severity of the situation.
- **Loss of access to IT networks** (usually for inappropriate use of IT).
- **Senior Leadership Detention** (60-90 minutes)
- **Not being able to attend school trips**
- **Placed at an alternative school for up to five days**
- **Placing the pupil on Trust point target card** - for monitoring or other consistent behaviour checks (See Appendix IV for PIP programme)
- **Community Sanctions.** If the transgression has been one that impacts on the school environment or the wider community, then we will commonly issue community sanctions such as cleaning/litter picking, helping site staff with appropriate jobs (cleaning tables etc.) or helping faculty staff with other appropriate tasks. These take place during breaks, lunches and after school. This may be imposed in addition to any other sanction. (*See appendix VI for detention procedures.*)

## **Serious incident sanctions**

- **Rationale:** The school does not take 'serious unacceptable behaviour' lightly, and will not hesitate to act in the best interest of the pupils within the school. Following an allegation of serious unacceptable behaviour, the pupil will be placed in the Reflection room /or outside a senior teacher's room whilst an investigation by the appropriate senior teacher takes place.
- If, following an investigation, the allegation is found to be true; the staff will issue the appropriate disciplinary action.
- Any decision made to suspend or exclude a pupil will only be done so by the Headteacher and/or the Deputy Headteacher in the absence of the Headteacher, in accordance with the statutory guidance from DFE. All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-Bullying Policy.
- A Student may be placed on The PIP programme (See Appendix IV) and if already on PIP 1 their behaviour escalates to a level 2.
- The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.
- The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial.

## **Suspensions and Exclusions at Davenant**

*Please read in conjunction with Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022 and the School's policy on Suspensions and Exclusions.*

### **Pastoral Support Plan**

- Following a student ending their reports to their Head of Year i.e. HOY Trust point target card without achieving the required improvement in behaviour or attitude to learning the student will advance to a Pastoral Support plan (PSP). This is the most serious sanction and the last level of interventions prior to suspension.
- A PSP requires the student, parents/carers, support services who may be working with the student and the appropriate key stage Deputy Headteacher working as a team to ensure that there is a dramatic improvement in the student's behaviour and/or attitude to learning.
- The PSP is for 12 weeks and requires a fortnightly review meeting between the school and home with specialist support services where possible. The meetings will set achievable targets and agree rewards and sanctions for the student at home and in school.
- For students who fall within the protected characteristics accommodation of their needs will be taken into account throughout the process including the nature of the targets set and the rewards and sanctions adopted.
- The process will be transparent and honest. Discussions will be had throughout regarding the consequences of both success and failure.

## Reflection

- More serious or persistent poor behaviour will lead to students being removed from lessons altogether to complete their work in Reflection away from their peers. This also involves having break at a different time.
- The school will ensure that pupil's health and safety is not compromised during their time in the reflection room, and that any additional requirements, such as special educational needs, are met.
- The amount of time that a pupil spends in the Reflection Room is up to the school to decide. This could be for more than one school day. Work will be set for the student by their classroom teachers to ensure there is no loss of learning.
- If a student continues to display persistently poor behaviour and fails to improve following Reflection time at Davenant Foundation School, the sanction may increase and the student may complete further time at another educational establishment within the West Essex School's Partnership.

## Suspensions

- The student is suspended from school altogether for a period of days, during which time they are not allowed on or near the school premises or at another school.
- The first five days of any such suspension are typically spent at home with work provided by the school. For suspensions of longer than five days students' may be required to attend an alternative education provider from day 6 onwards.
- Any student who accumulates more than fifteen days of fixed-term suspension in one term or forty-five days in one academic year, or a serious breach of behaviour is required to appear before a Governors Disciplinary Panel, whose role is to review the appropriateness of the school's response to the student's behaviour and the student's ongoing education.

## Off-site provision

- To support students who are close to permanent suspension or where a student needs a fresh start and has reached the end of the PSP period without improvement, we, along with the other schools in West Essex, use what is called an off-site provision arrangement
- This is where a student gets the opportunity to start another school to get a second chance to achieve and do well. Starting in a new establishment often makes it easier for students to demonstrate new positive behaviours.
- This is done in conjunction and agreement with the student's parents/carers and there is an agreed 'trial period' to ensure both the student and the new school are both satisfied with the arrangement.
- The school will monitor the student's behaviour, welfare and attendance with their chosen school during the trial period.

## Exclusion

- For the most serious behaviour incidents or for persistent defiance the Headteacher may recommend the permanent exclusion of a student. Such a recommendation must be agreed by a panel of governors of the school. (See Exclusion and Suspension Policy)
- Please note that a decision to exclude a pupil permanently will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Parents/Carers have the right of appeal or to make representations against an exclusion, and details are provided in the letter confirming suspension and also in the document ***Suspension and Permanent Exclusions from maintained schools, academies and pupil referral units in England, including pupil movement 2022***

- All Exclusions will take into account the individual situation, special educational need and circumstances. All students will be treated fairly.
- The decision to exclude a pupil must be lawful, reasonable and fair. We have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. We will give particular consideration to the fair treatment of pupils from groups who are vulnerable to Exclusions including SEND students.

### **Restorative Justice**

- Where transgressions have impacted on the well-being or learning of other students and staff, or have undermined the school community's sense of cohesiveness and order, or brought the school into disrepute, then students may be required to meet pastoral staff or staff from outside agencies to help them understand the effect of their transgression in order to modify behaviour.
- Written and verbal apologies are often required and, in some instances, it is appropriate for apologies to be made publicly in front of peers or members of the wider community.
- A time of reflection may be needed and an opportunity to work through the decisions made that led to the incident, how it could be perceived and what they could have done differently based on our vision and values as a school community.

### **Supporting a pupil following a sanction**

Following a sanction, strategies will be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- Student may go on a report which will help them demonstrate to parents/carers and teachers how they can improve.
- a phone call with parents/carers, and the Virtual School Head for looked after children;
- Ongoing inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

### **Monitoring and evaluating school behaviour**

- Davenant has a process of monitoring whole school and individual student behaviours. Staff are encouraged to award students rewards and Trust Point deductions through Talaxy for their work and effort in and outside of the class.
- Individual student behaviour is monitored by the form teacher and head of year with the use of Talaxy and frequent reviews. Individual students and year groups are discussed in line
- management meetings with both middle and senior managers. These meetings lead to further actions when needed both individually, as a form or a whole year group.
- Reflection and external exclusions are reported to Governors regularly. The reporting includes a break-down of the nature of the offences and the sanctions awarded as well as an analysis by protected characteristics.
- Reward certificates are collated and presented to students at the end of the term.

## **Conclusion**

As a school we do not wish to exclude any students and will do all we can to prevent such an occurrence. We do not 'off role' students and in all our decisions around behaviour aim to ensure students can be the best they can be. We recognise that all students are different and we aim to adapt to support them. We recognise and reward improvement and progress understanding that no one is perfect. We do have high standards and expectations for our students to ensure they are prepared for adulthood and the work place and can be a positive citizen in the wider community. Our behaviour and reward policy reflects these aims and standards with our values at the core of all we do; Nurturing Mind, Body and Spirit.

# **Appendices**

**Appendix I** Home School Agreement

**Appendix II** Rewards

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# **Appendix I**

## **Home School Agreement**

**Student's Name:** ..... **Form:** .....

**Davenant Foundation School**  
**HOME – SCHOOL AGREEMENT**  
**For All Students**

### **Principle**

Our children's education is best served when there is a strong, purposeful and active three-way partnership between student, parent/carer and teachers, in which all three parties show mutual respect and are clear about the expectations placed upon them.

### **Ethos and Values**

The school, children/parents/carers work together to achieve the highest possible standards, fulfilling the potential of every student in an ethos of Christian values and care. We value achievement in all spheres of our children's lives. The full text of the School's Mission Statement, Statement of Commitment and Achieving our Vision is printed on the reverse of this agreement.

### **Parents/Carers will support the children and the school by:**

- ensuring regular and punctual attendance, notifying the school immediately of any absence and avoiding requests for leave of absence except in unavoidable and exceptional circumstances
- supporting the school's behaviour policy and the rewards and sanctions used
- monitoring their children's study at home and maintaining contact with the school through the student planner
- keeping the school informed of any issues which might affect a child's work or behaviour
- attending consultation evenings about their children's progress and maintaining contact with the Form Tutor and other staff.
- supporting the school's expectations of students attending extra-curricular activities, midweek and on Saturday mornings
- upholding the school's policy on uniform.
- working with school staff in a polite and professional manner to ensure the best outcomes for students

### **Students will:**

Agree to abide by the school's Code of Conduct.

### **The School aims to:**

- provide a safe, disciplined and caring environment for all its students
- ensure teaching is well-planned and prepared and provides challenge and support for students of all abilities
- mark work regularly and promptly in accordance with the marking policy, giving feedback and guidance for future improvement



- set and mark homework on a regular basis according to the homework policy and monitor homework through the use of the student planner
- operate the behaviour policy in a fair and balanced way, for the good of the individual student and the school as a whole
- keep parents/carers regularly informed of their children's progress and any issues affecting their work or behaviour, through reports, consultation evenings and contact by the form tutor or other staff
- notify parents/carers promptly if a child's attendance or punctuality is a cause for concern
- respond to any concerns or complaints swiftly and impartially
- enforce the school's policy on uniform strictly and consistently.

**Signatures: Parent/Carer .....**

**Child .....**

**Date .....**

**Headteacher .....**

## **Appendix II**

### **Rewards and recognition**

#### **Rationale**

Davenant Foundation School aims to encourage and celebrate the success of all its students in all areas of school life, and to ensure that personal commitment and achievement is acknowledged, rewarded and recorded.

We acknowledge the importance of praise and reward and seek to promote and reinforce our expectations of students at any given and relevant opportunity.

We recognise that students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling and can inspire and motivate those who may be disenchanted. Finding ways to reward must be at the heart of our teaching.

#### **Aims**

- Rewards increase the motivation of all students, encouraging their self-esteem, aspirations and enjoyment of learning.
- The practice of giving assists the school in maintaining and increasing the quality of teaching and learning.
- The giving of rewards encourages all students to achieve. Thus they will receive Credits for achievement throughout the school in all context.
- The system of giving rewards supports the role of the tutor in celebrating success and helps facilitate the awareness of achievement of others members of staff and parents/carers.
- Every member of staff will praise students for good or improved work and effort using a variety of approaches.
- Rewards support and promote good behaviour and should be used alongside the sanctions policy.

#### **We must reward whenever possible:**

- Formally or informally
- Publicly or discretely
- Regularly
- Consistently
- Sincerely

We must ensure that students of all ability levels in all Year groups across the school can benefit from our rewards processes and that there is consistent application of policy across departments, Year groups and from teacher to teacher.

Rewards must be given sincerely and fairly as a means of acknowledging effort, achievement or action that is above and beyond the norm. Rewards must never be given as 'bribery' (rewarding students for doing what should be expected of them normally).

**Rewards systems in our school should link into:**

- Effort
- Attainment
- Progress / attainment
- Behaviour
- Attendance and punctuality
- Caring for others
- Participation
- Positive attitude / enthusiasm
- Demonstrating our vision and values

**A variety of methods of rewards exist at Davenant School which include:**

- Verbal praise
- Addition of Trust points
- Subject certificates
- Postcards home
- Lapel badges (Bronze Silver and Gold) for credits
- Leadership badges
- Sports and performing Arts Badges
- Positive phone call home
- Recognition in Honours Assemblies
- House awards
- Individual and group trophies and awards
- Formal Key Stage Awards Evenings
- Davenant Crest for exceptional courage or deed in light of our vision and values.

**Monitoring and Evaluating**

Credits and Trust Points are awarded and administered through Talaxy logs. Higher level rewards are recorded and monitored by the pastoral support staff. House awards are recorded by the House Captains. The Senior Leadership Team will monitor consistency of allocation of rewards in line with guidance and procedures.

Evaluation is by students, teaching staff, the Senior Leadership team and Governors.

## **Appendix III**

### **Search Policy**

**Electronic Devices** This policy covers searches for and of electronic devices.

These searches are governed by the same general rules as searches for other items but involve some additional regulations, described here. School rules on searching and deletion are based on the Education Act and other legislation: · Education Act 1996 · Education Act 2002 · Education and Inspections Act 2006 · Education Act 2011 Part 2 (Discipline) · The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 · Health and Safety at Work etc. Act 1974 · Obscene Publications Act 1959 · Children Act 2004 · Human Rights Act 1998 · Computer Misuse Act 1990 And DfE guidance: Electronic devices. Authorised staff: Heads of Year and Senior Leadership Staff can search for electronic devices if they have good reason to think that the device has been, or could be, used to cause harm, disrupt teaching or break school rules. If members of staff find an electronic device, they may examine any data or files on the device if they believe there is a good reason to do so. They should try to respect student privacy where possible and examination should be limited to what is necessary. Staff are only allowed to search devices that belong to students.

### **Deletion**

Staff have the power to delete data and files they find during a search if they think there is a good reason to do so. The decision to delete material should be made very carefully and in consultation with the member of the senior leadership team who has received relevant training or is the online safety lead. In the majority of cases, it will be most helpful to preserve data as evidence of a crime or violation of school rules, with the exception of files that contain a virus or could otherwise harm school systems or devices. If any data is deleted, the school should keep a record of the reasons for doing so. Great care should be taken not to delete anything that might be needed as evidence in a criminal investigation. If child sexual abuse images, material in violation of the Obscene Publications Act or criminally racist material is discovered, the police should be consulted as soon as possible.

### **Reporting and Review**

The Child Protection Lead is responsible for keeping records of searches and, if necessary, deletions. These records will be reviewed by appropriate members of staff – internet safety officer, governors, headteacher etc. as appropriate and no less than once a term

## **Appendix IV**

### **The Pastoral Intervention Programme (PiP)**

As part of a supportive approach at Davenant when a student has difficulty managing his/her behaviour, a Trust Point Target card will be used to help him or her improve. A student may choose to use a progress card voluntarily, as a way of getting feedback, or it may be compulsory, where staff want to use it to help a student identify problem behaviour and a focus for improvement.

There are 3 core Levels within the Pastoral Intervention Programme (PiP). In addition to this there is, as further support, daily target cards to aide students who need much more instant feedback and affirmation on their progress as well as more intensive support from the pastoral team.

Trust point card Level 1 is managed and monitored by the student's Form Tutor for the duration of 2 weeks.

- Tutor contacts parents/carers via email or telephone
- Tutor to log report on TALAXY – teachers informed
- Student's progress reviewed by the Head of Year (HOY) and where progress is being made, trust points will be awarded
- Specific behaviour targets will be set according to situational need to support regaining trust points.
- There are a limited number of times a student will be placed on tutor report – if a student's behaviour continues to decline, they will be placed on HOY Trust Point Targets Level 1 report in the academic year

Trust Point card Level 2 is managed and monitored by the student's Head of Year for the duration of two weeks.

- A meeting or phone call to take place at the start of the two-week period with the student, parents/carers and HOY to outline behaviour concerns and put the appropriate support in place.
- HOY to log report on TALAXY – teachers informed
- Student's progress is reviewed by the HOY at the end of the 2 weeks and parents/carers are informed as to whether the student has successfully completed the report or not. During this period, trust points can be awarded by the HOY to encourage continuing improvement.
- Specific behaviour targets will be set according to situational need to support regaining trust points.
- In instances where a student has not successfully completed the Level 2 report, an additional meeting will be arranged with the HOY and parents/carers and the Senior Leadership Team will be informed. The student may be given a second opportunity to complete the Level 2 report (this is subject to the severity of the behaviour), which will be overseen by the Senior Leadership Team.

Trust point card level 3 is managed and monitored by the Head of Student Services or the relevant Key Stage deputy head.

- A meeting will take place with the HOY, parents/carers and student to clearly set out the behavioural expectations and to agree on specific targets to aid in the regaining of trust points.
- The Trust card will be logged on TALAXY

- The trust card will be reviewed daily with the member of SLG and points awarded daily for positive improvements.
- In instances where there is not a demonstrable improvement, students will be moved to a formal PSP.
- Level 3 is a PSP (Pastoral Support Plan)

General information for each PiP level:

- Parents/Carers to monitor and sign report daily.
- At the end of each PiP level, the HOY or member of SLT will review the report and decide whether the student has passed or failed the report. Failure will result in an escalation to the next PiP level.
- The member of staff initiating the PiP report will consider any intervention to go alongside the PiP report.

PIPs will be short, practical and agreed with parents/carers. Where practicable, we will seek expert input from other relevant agencies, including:

- Behavioural Support Team (Pastoral Team)
- Mentoring including Spark 2 Life
- Emotional Mentoring
- Mind
- Kick
- School nurse
- Education Welfare Officer
- Connexions
- Educational Psychologist
- Police Community Support Officer
- Youth Offending Team

Working with parents/carers, we may also seek input or advice from:

- Family doctor
- Child and Family Solutions
- Social services

## **Appendix V**

### **Student Code of Conduct**

- Students should show courtesy and good manners at all time. This includes greeting staff and visitors in corridors with 'Good Morning Mr/Mrs (surname) or Sir/Madam'.
- Students should walk on the left-hand side of corridors and conduct themselves in an orderly and calm fashion.
- Shouting, running or pushing in corridors is not permitted.
- Students should not engage in excessive physical contact (horseplay/play-fighting) at any time.
- Students should not engage in inappropriate physical contact that would cause embarrassment for staff, visitors or other students.
- Swearing or uncouth language in school will result in sanctions if overheard by any adult or Prefect. If swearing is directed at a peer or member of staff, then the sanction will be serious. Staff will determine what constitutes swearing. If it gives offence to a professional, it is swearing. Sexualised, racial or homophobic language will be recorded as such, and treated as a very serious incident.
- Students must not congregate in toilets, changing rooms or stairwells.
- Food must not be consumed in corridors except by Prefects or Senior Prefects who are on duty.
- Students should always clear up litter regardless of who dropped it, especially when asked politely by a member of staff or Prefect.
- No electronic equipment including phones, other 'smart' technology or personal entertainment equipment should be used in a manner which breaches the school protocols. They will be confiscated if school protocols are breached.
- Persistent defiance of school staff and/or school rules, bullying, abuse (either verbal, physical, sexist, homophobic or racist), theft and bringing the school into disrepute are all offences which are likely to lead to very serious sanctions including permanent exclusion.
- Child on child sexual violence and sexual harassment will be deemed very serious offences and will generally result in sanctions including permanent exclusion.
- Using social media to bring the school into disrepute, or to target members of the whole community will be deemed a very serious offence and will generally result in suspension.
- Intention to transgress the rules - If a student is discovered to have had the intent to breach the school's code of conduct (planning/conspiring) then they are liable to serious sanction even if that act has not yet been committed. This includes permanent exclusion if there is intent to commit a serious breach of the rules.

## **Appendix VI**

### **Trust Point approach to behaviour**

**In 2024 Davenant updated their approach to recording behaviour incidents to reflect the schools' values more and to compliment Trauma Precepted Practice TTP. It was also introduced to include a much more positive use of vocabulary by staff and students as well as giving the students an opportunity to own and take responsibility to improve their behaviour**

#### **How it works:**

- Davenant starts with the concept that we trust all students to make good decisions and behave in and around the school. Look after themselves, each other and the environment. • Each student is awarded 100 trust points at the beginning of the school year. • Trust points can be taken away for breaking the school rules outlined in this policy. There are different tariffs depending on the severity of the behaviour demonstrated.
- Form Tutors monitor the points weekly and will mentor those losing points during the week. They can be placed on Tutor report and can gain back trust points for positive behaviour and significant improvements.
- Heads of Year (HOY) and the pastoral team will monitor students who have lost significant trust points and work with them to modify behaviour and earn trust points back. • Students who consistently lose a significant amount of points will be mentored and supported by a member of the senior team.
- There are a variety of reports students can go on to help them regain trust where they can show both their parents/carers and HOY how well they are doing. Students are involved in setting their own targets and encouraged to take responsibility.
- If students fall below a certain number of Trust points, they have demonstrated that in some instances they can not be trusted in and around the school. To support them a supervised play area is allocated for break and lunch times. They will also get a designated lunch slot where they are supervised and supported. Mentoring can often take place during these times as added support.
- When a student has gained their trust points back, they have shown that they can now be trusted and will no longer need to be closely supervised at break and lunch.
- The support given is adapted and amended to support the differing needs of children with the aim of helping them modify and improve the choices they make.
- We use Talaxy to record the adding and deduction of points to assist us in supporting students and keeping parents/carers informed.



## **Appendix VII**

### **Day to Day Policy in Practice**

#### **Mobile Phone/Personal Devices**

Mobile phones and personal devices should be turned off at all times and out of sight. The use of devices will not be allowed at break or lunchtime. They should not be used on school site at all during the school day unless a teacher has requested their use in a lesson. They should only be used;

- In lessons at the direct request of the member of staff to facilitate the lesson
- In lessons with permission of the member of staff to record homework and notices or to access Goggle Classroom or Talaxy
- In the Sixth Form area
- On site after 3.45pm and before 8.00am

Personal Devices may be confiscated by members of staff. If confiscated, the devices will be handed in at the appropriate key stage office clearly labelled with the name, form and date of confiscation. Students should not argue with the member of staff but hand over the device without fuss.

Devices will be confiscated for a week which will be a rolling week from the day of confiscation. Parents/Carers may contact the Head of Year to request picking up the device early or for an agreement to be made to access the phone for the student's journey to and from school. A message will be sent to the parent to say that their child's phone has been confiscated.

Earphones should not be visible around school unless when being used with the device for permissible activities in class. Should a student who is serving a ban be caught with an alternative phone or should a student be caught on a further occasion using their phone, then the student will not be permitted to have a phone on them for the remainder of the term. A device will be provided for them if they need one for class work.

## **Appendix VIII**

### **Classroom Expectations**

#### **Key Stage 3 and Key Stage 4 – Classroom Expectations**

Students should;

- Be punctual
- Enter the classroom quickly and quietly
- Follow the classroom or have the correct equipment – calculator/pens/pencils/ notebook/planner/timetable etc.
- Follow classroom routines -Stand behind chairs/line up as appropriate
- Engage fully with the lesson
- Respect staff, other students, and each other's opinions as well as the subject matter being taught.
- Give the teacher and those contributing to the lesson their full attention • Only speak when it is permitted to do so
- Not use inappropriate or offensive language
- Not chew gum
- Only drink water – leaving the classroom to get water is not permitted
- Not argue with staff
- Not leave the classrooms except in emergencies – e.g. no leaving the classroom to go to the toilet.
- Wear the full uniform correctly
- Follow the seating plan - regardless of teacher/cover
- Ensure classrooms and desks are left tidy, no litter and furniture is returned to the correct place (chairs should be placed on desks at the end of the day
- Use the appropriate entrance/exit to classrooms
- Fully engage with Talaxy and Google Classroom

## **Appendix IX**

### **Corridor expectations**

- Corridors will be quiet and calm at all times
- There will be no loitering in corridors
- Care will be taken over those with physical difficulties i.e. those in wheelchairs, those on crutches
- Awareness should be made of the younger and smaller students
- There will be no pushing, pulling, hugging or physical play
- Everyone will walk on the left in corridors and **maintain the one-way system for safety**
- Students will enter classrooms as soon as a teacher gives permission
- Care will be taken in narrow corridors and on busy stairwells and there will be no loitering.
- Students will move from one lesson to another as quickly as possible
- There will be no eating or drinking
- There will be no running
- Students should maintain single file at all times
- Students will remove coats on entering the classrooms
- No hats, caps, hoods or headgear should be worn inside school
- No phones or headphones should be visible in the corridors
- Conversation should be kept to a minimum and there should be no inappropriate or offensive language used or heard
- Students should not go to the toilet or for water during or between lessons 1 and 2 or 4 and 5

## **Appendix X**

### **Items banned from school premises**

- Fire lighting equipment
- Matches, lighters, etc.
- Drugs and Smoking equipment
- Cigarettes
- Tobacco
- Cigarette Papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs except medicines covered by the prescribed medicines procedure. Weapons and other dangerous implements or substances such as:
  - Knives
  - Razors
  - Catapults
  - Guns (including bullets replicas and BB guns)
  - Laser pens
  - Knuckle dusters and studded armbands
  - Whips or similar items
  - Pepper sprays and gas canisters
  - Fireworks
  - Dangerous chemicals
  - Dangerous toys or Marshall Arts equipment deemed to be a possible weapon
  - Combs or hair decorations that are deemed potentially dangerous
- Any item that has been adapted or intended to cause harm
- Other items
- Liquid correction fluid
- Chewing gum
- Caffeinated Energy drinks
- Offensive materials that are not supportive of the key characteristics, any published or broadcast content (such as articles, photographs, films, or websites) that is likely to offend or be upsetting, insulting, or objectionable to some or most people.

## **Appendix XI**

### **Detentions**

Davenant does not use Detentions as a sanction for behaviour improvement. We believe that students need to take responsibility for their behaviour and with the support of staff aim to modify their behaviour and improve.

- Teachers do not set any subject detentions
- The only detentions the school uses are as follows:
  1. **Senior Teacher Detention:** Students may be placed in a senior detention on a Thursday after school for significant breaches of the school behaviour policy. Failure to attend will result in a day's reflection and a reset for the following week. Parents/Carers are informed in advance. (It can be an hour or 90 mins long)
  2. **Community Detention:** Students may be placed in a lunchtime community detention for causing damage to the buildings, furniture or grounds. This includes chewing gum or littering. It is for 30 mins and students will work with midday or site staff helping to keep the school free from litter.