



Behaviour for Learning Policy

Incorporating:

- Physical Intervention
- Rewards,
- Anti-Bullying,
- Searching, Screening and Confiscation
- Digital Devices
- Exclusions and Suspensions

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Contents	Page
References and associated resources, policy review.	2
Introduction and aims	3
Roles and responsibilities	4-5
Behaviour procedures: rewards	5-8
Behaviour procedures: challenge	9-10
Internal Exclusions, Suspensions and Permanent Exclusions	11-14
Use of mobile phones and technology	14-16
Appendix 1: Dartford Science and Technology College - Partnership Agreement	17
Appendix 2: Student Code of Conduct	18-19
Appendix 3: Behaviour Improvement Conversations	20
Appendix 4: Anti-bullying Guide & student self referral form	21
Appendix 5: Searching Students (DfE - Searching, screening and confiscation - Advice for Schools July 2022)	22-23
Appendix 6: Possible Behaviour Management Examples	24
Appendix 7: British Values, Cooperative Values, SMSC	25
Appendix 8: Use of reasonable force	26

Key:

- **SVP** - Senior Vice Principal
- **VP** - Vice Principal
- **AVP** - Assistant Vice Principal
- **RSL** - Raising Standards Leader
- **DRSL** - Deputy Raising Standards Leader
- **BfL** - Behaviour for Learning

References and Associated Resources:

- *DfE (May 2019) - The Timpson Report*
- *DfE (Nov 2018) - Mental Health and Behaviour in Schools*
- *DfE (Jan 2016) - Behaviour and Discipline in schools, Advice for Headteachers and School Staff*
- *DfE (Jan 2018) - Searching, Screening and Confiscation*
- *DfE (Sep 2017) - Exclusion from Maintained schools, Academies and Student Referral Units in England. Updated September 2021*
- *DfE Guidance on Bullying, Don't Suffer in Silence*
- *Education Act 2011*
- *school Standards and Framework Act 1998*
- *Education and Inspections Act 2006*
- *school Information (England) Regulations 2017*
- *Equality Act 2010*
- *schools (Specification and Disposal of Articles) Regulations 2012*
- *Children and Families Act 2014*
- *Special Educational Needs and Disability Regulations 2014*
- *DFE Keeping Children Safe in Education 2022*
- *Education Endowment Fund (EEF) - Behaviour Research Report 2019*
- *DFE Character Education 2019*
- *DfE Behaviour Hubs 2021*
- *DfE Creating a culture: a review of behaviour management in schools 2020*
- *Searching, Screening and Confiscation Advice for schools July 2022*
- <https://www.kelsi.org.uk/news-and-events/news/primary/managing-vapes-in-schools>
- *Suspensions and permanent exclusions: (DfE September 2023)*
- *EEF Guidance*
- *Square Pegs: Inclusivity, compassion and fitting in – a guide for schools - Fran Morgan, Ellie Costello, et al Feb 2023*
- *When the Adults Change - Paul Dix*
- *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support - Bill Rogers*
- *DfE - Mobile phones in schools, Feb 2024*

This policy should be read in conjunction with the following school policies:

- Safeguarding (including Child Protection)
- Health and Safety
- Equal Opportunities Statement
- Teaching and Learning
- Acceptable Use Agreement - Staff & Students
- Suspensions and Permanent Exclusions Policy

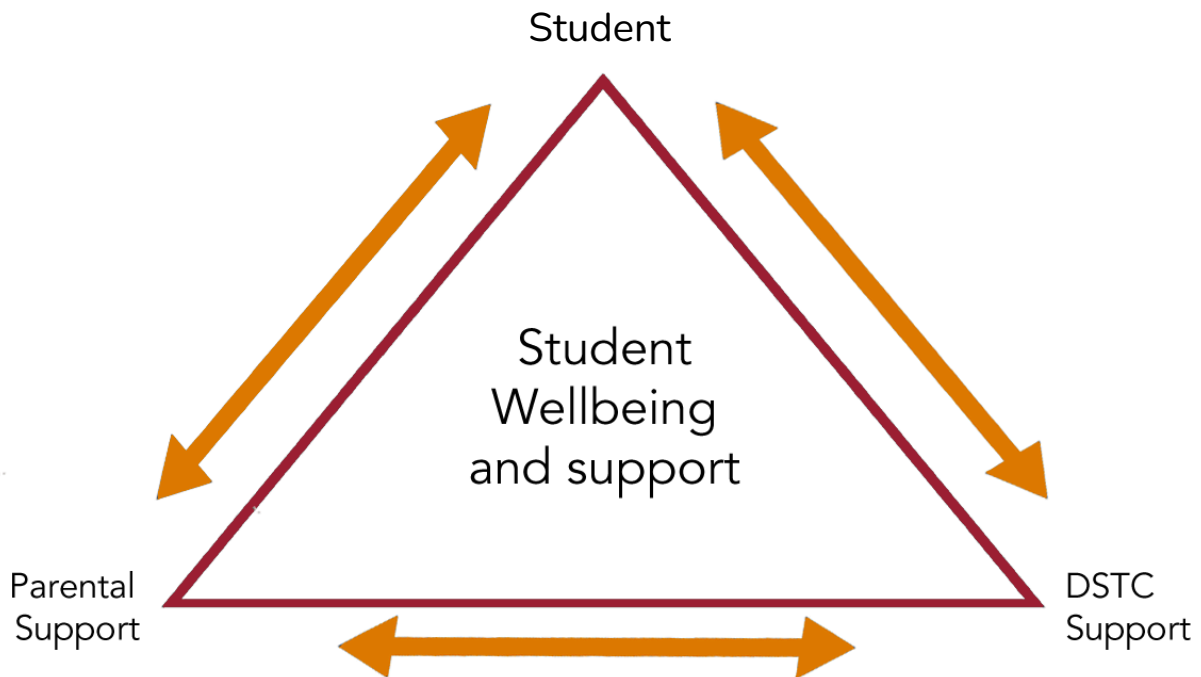
Review

The Senior Vice Principal (Pastoral) will review the Behaviour Policy with a stakeholder focus group.

Policy effectiveness, fairness and consistency will be reported to the Governing Body. The outcome of the review and changes to the policy will be communicated to all those involved and the policy amended accordingly.

INTRODUCTION

Dartford Science and Technology College (DSTC) aims to '*Educate and Empower Citizens of the Future*'. DSTC believes in the potential of every child within the school to develop, mature and thrive, leaving the school fully ready for the world of employment. We place a high emphasis on education beyond grades, actively exploring a wide range of opportunities to develop the awareness and engagement of our students in the world around them. We firmly believe that parents and the school must work together effectively to support the student in developing their character in the widest sense:



Students are expected to follow guidance and support from both their parents and DSTC. Expectations of all parties can be found in the Partnership Agreement (Appendix 1).

AIMS

- All students and staff feel safe and supported at DSTC through positive relationships
- To create an environment to enable high quality inclusive teaching (HQIT) through consistency, support and challenge
- To ensure consistent application of the Behaviour Policy, securing behaviour for learning and high levels of self regulation
- Students accept responsibility for their behaviour and model British Values (Appendix 7)
- A culture of reward both in and out of the classroom and in every aspect of the school and wider community
- To secure praise in public and reprimand in private
- Behaviour that does not meet our expectations is dealt with firmly and fairly, proportionately and appropriately
- The DSTC community as a whole is united and works together to support everyone to be successful through a restorative approach

DSTC will take full consideration of every individual student's needs, including those with Special Educational Needs (SEN), and/or their protected characteristics. Where necessary the school will take into account any diagnosed needs and where possible make reasonable adjustments, in line with the Equality Act 2010, the Education and Inspections Act 2006, the Children and Families Act 2014, the

DSTC recognises the need to build positive relationships between students and staff, with a clear rewards and consequence system. To achieve consistency, roles and responsibilities are identified.

Roles and Responsibilities

'Behaviour is everyone's responsibility'

'Certainty, not severity'

(Bill Rogers)

1. **Governors** will ensure there is no differential application of this policy and procedures on any grounds. This will be reported upon in the Governors' Quality of Provision Sub-Committee. The Governors will be responsible for reviewing any incident which results in a student being suspended for more than 15 days in a term; if a student is recommended for permanent exclusion, a Governor exclusion panel will be called.
2. The **Principal** is responsible for the strategic direction of the policy and procedures. The Principal is the only person able to issue suspensions or to recommend to Governors permanent exclusions. This may be delegated to the Senior Vice Principal in the Principal's absence.
3. The **Senior Vice Principal (SVP)** - Pastoral Oversees the implementation and day-to-day management of behaviour at DSTC. They review Raising Standards Leaders' (RSLs) recommendations for suspensions to ensure consistency and parity of both the sanction and the investigation. The Senior Vice Principal is also responsible for reviewing and reporting to Governors regarding the Behaviour Policy and developing staff training in this area. The Senior Vice Principal provides data regularly to SLT and pastoral teams to inform data analysis, strategic decision making and decision making. Information is regularly shared with the Inclusion Team. Both the Principal and the Senior Vice Principal are responsible for authorising searches for banned items (Appendix 5).
4. The **Principal/Vice Principals** are all responsible for communicating suspensions to parents to ensure clarity of communication.
5. **Raising Standards Leaders (and Deputies)** are responsible for the behaviour in their year group and take a lead role in rewarding good behaviour, investigating with their Pastoral Lead any behaviour incident. RSLs are responsible for analysing (at least half termly) both rewards and sanctions for their year group and for identifying any student requiring challenge, support or praise and recognition. RSLs are responsible for liaising with Form Tutors and Directors of Learning to ensure both positive and poor behaviour is identified early and appropriate support mechanisms are in place. RSL's lead and quality assure Form Tutors daily / weekly with uniform etc checks. They are responsible for identifying the correct students to be placed on report and informing staff. RSL's are responsible for organising a termly Celebration of Success assemblies to highlight academic and personal achievements, including conduct, attendance, DSTC Stars and contribution to the wider community. With their DRSL, it is their responsibility to produce and issue a weekly Form Bulletin - incorporating rewards, birthdays, notices etc. RSLs, with the support of the Vice Principal, are responsible for leading a half-termly behaviour for learning assembly to raise student awareness of our expectations.
6. **The Director of SEND (SENDCO)** and SEND team are responsible for advising the SLT regarding individual special educational needs and how these are taken into account regarding an incident - identifying any reasonable adjustments.
7. **Directors of Learning (DoL)** are responsible for live monitoring of standards of behaviour and engagement in their subject areas. DoLs are expected to support teachers in their

department/faculty in implementing the school's behaviour management procedures. DoLs should liaise with the appropriate RSL where a student's behaviour in their area is not improving, despite departmental intervention. DoLs are responsible for ensuring staff in their area nominate students for the termly Celebration of Success assemblies led by RSLs. Directors of Learning are expected to attend the annual prize giving to celebrate student achievement in their areas.

8. **House Leaders** are responsible for organising and monitoring house activities and awarding house points for character traits developed as part of the reward system. They liaise regularly with RSL's and are line managed by the Assistant Vice Principal - Engagement. House Leaders are expected to attend the annual prize giving to celebrate student achievement in their houses.
9. **All staff** are responsible for ensuring the policy and procedures are followed consistently and fairly applied. Staff are responsible for asking for help, support or guidance if they feel they need it. All staff are responsible for following up on out of classroom behaviours eg mobile phone usage in the corridor/dropping litter/enforcing walk on the left.
10. **Subject teachers** are responsible for the learning, behaviour and progression of all students within the lesson. Any behaviour issues occurring in the lesson must be logged onto Bromcom. Consequences are set in line with behaviour procedures. Subject teachers are also responsible for communicating concerns to parents/carers. Any students who have repeated negative behaviour incidents in a subject will be referred to the DoL or Subject Lead (SL) for further intervention.
11. **Form Tutors** are responsible for reviewing behaviour, both positive and negative, of their tutees and for implementing appropriate support and challenge mechanisms under the guidance of their RSL/DRSL. This includes uniform and jewellery/makeup and other transgressions and recording stars/house points. Form Tutors are responsible for daily uniform, lanyard, makeup and jewellery checks.
12. **Pastoral Leaders** are responsible for the day-to-day monitoring of student behaviour in their year groups, working with their RSLs. Pastoral Leaders are responsible for leading restorative meetings, arranging Pastoral Support Plans meetings with parents and the RSL, arranging external support as agreed by the RSL or Inclusion Team, monitoring and dealing with uniform issues, mentoring, and being the first point of contact for parents. Pastoral Leaders are also responsible for the writing and review of Individual Health Care Plans (IHCP) under the guidance of the SVP and the RSLs.
13. **Parents/carers** will be expected, encouraged and supported to take responsibility for their child both in and outside of school. Any incidences that bring the name of the school into disrepute will be dealt with under this policy.
14. **Students** are expected to take full responsibility for their own behaviour both in DSTC, in the community and online, and will be made aware of the school policy and code of conduct expectations through assemblies and other activities and lessons.

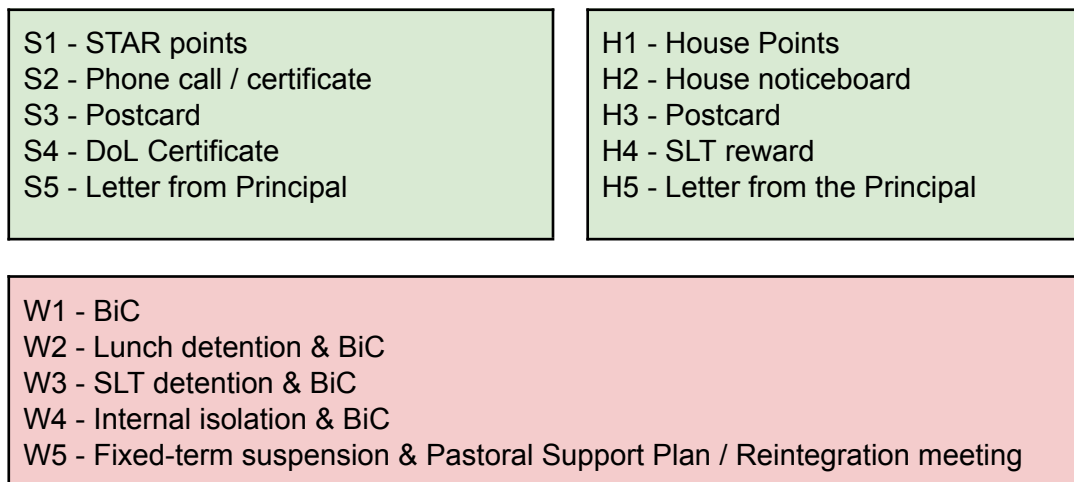
Dartford Science and Technology school staff will:

- Reward positive behaviour through our Code of Conduct (Appendix 2)
- Provide all students with opportunities to gain respect and to develop self-esteem, leadership, resilience and independence.
- Teach and model the need for tolerance, empathy and responsibility for and towards others
- Follow agreed guidelines for applying our vision and values, which are clearly communicated to students

Behaviour Procedures

The school rewards students who demonstrate the values set out in the school's vision and who make a positive contribution to the school both in the classroom and in extra-curricular and community-based

enrichment opportunities they choose to engage in. In addition, parents can use the **My Child at School (MCAS) app** to see their child's STAR and House Point rewards for the year. The app can be downloaded from the Apple App store or Google Play Store.



Pastoral Leaders are trained to lead restorative conversations with students. Students are taught about bullying in ICE lessons and assemblies (Appendix 4).

Rewards

Students at DSTC have two ways to be rewarded using the school achievement log on Bromcom.

DSTC Stars are used to reward academic effort. STARS are given where a strong work ethic is displayed, with students attaining goals, academic or otherwise, consistently in all areas of school life.

House Points are used to reward Character Education. This means students are rewarded for participation, resilience, confidence, courtesy, respect, truthfulness, courage and generosity. In addition, students are awarded for participating in or organising House Events.

To promote positive behaviour and academic engagement, we recognise it is important to display, celebrate and advertise achievements regularly throughout the year. This is achieved through half-termly Celebration of Success assemblies, and through the newsletter and social media (where appropriate). Reward stars (academic achievement) and House Points (character) will be recorded and monitored through the use of Bromcom. House assemblies celebrate non academic achievements eg character and Celebration of Success assemblies, academic success. Students are rewarded when showing the DSTC or Cooperative Values (Appendix 7).

Behaviour Policy: STAR Reward Structure



		Action	Reward
S1	Day-to-day (1 Achievement Point)	<i>Examples include:</i> <ul style="list-style-type: none"> • A noteworthy piece of work • Exemplary uniform 	<ul style="list-style-type: none"> • Verbal Praise • 1 Star
S2	Ongoing Achievement (5 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> • Prolonged excellence in a class • Referred to RSL / DOL for outstanding work • Representing a department or Year Group at DSTC for academic reasons 	<ul style="list-style-type: none"> • A Positive phone call home • 'Great attendance' certificate (attendance officer) • 5 Stars
S3	Sustained Achievement (10 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> • Commitment to excellence in a subject over a half term • Having multiple features in the school Newsletter • Taking part in 3 or more academic events with your teacher 	<ul style="list-style-type: none"> • Postcard home (teaching staff) • 100% attendance certificate (attendance officer) • Improved attendance certificate (attendance officer) • 10 Stars
S4	Exceptional Achievement (20 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> • Sustained improvement in a subject • Nomination of excellence to SLT from a DOL / RSL 	<ul style="list-style-type: none"> • Director of Learning Letter home • Conduct certificate (RSLs) • RSL letter home/completed star CONDUCT Card • SLT letter home • 20 Stars
S5	DSTC Commendation for Excellence (50 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> • Achievement that is beyond the norm. • Academic acts or achievements that have a whole-school effect or show year-on-year commitment to a subject. 	<ul style="list-style-type: none"> • A letter home from the Principal • 50 Stars

Behaviour Policy: House Point Reward Structure



		Action	Reward
H1	Day-to-day (1 Achievement Point)	<p><i>Examples include:</i></p> <ul style="list-style-type: none"> • Participating in a House Event • Displaying Cooperative Values • Being a good citizen e.g tidying, being courteous, helping others • Show resilience / confidence 	<ul style="list-style-type: none"> • Verbal Praise • 1 House Point
H2	Notable Achievement (5 Achievement Points)	<p><i>Examples include:</i></p> <ul style="list-style-type: none"> • Participating in 3 different House events during a large term • 1st place in a House Event • Helping to organise a House Event 	<ul style="list-style-type: none"> • A note on the House noticeboard • 5 House Points
H3	Sustained Achievement (10 Achievement Points)	<p><i>Examples include:</i></p> <ul style="list-style-type: none"> • Participating in 6 different House Events during a school year • Becoming a House Ambassador and helping run at least 1 whole-school event. • Helping to organise 3 events over a school year 	<ul style="list-style-type: none"> • Postcard home (from the House Leader) • 10 House Points • Ambassador badge (for House Ambassadors)
H4	Exceptional Achievement (20 Achievement Points)	<p><i>Examples include:</i></p> <ul style="list-style-type: none"> • Becoming House Captain • Completing a "House Award" of any level • Public acts of kindness 	<ul style="list-style-type: none"> • Postcard home from Mr Allen, SLT House Lead. • 20 House Points
H5	DSTC Headteacher's House Award (50 Achievement Points)	<p><i>Examples include:</i></p> <ul style="list-style-type: none"> • Any achievement that enhances the name and profile of DSTC through the House System - supporting your House charity in a significant way, or suggesting, developing and running a new, successful event 	<ul style="list-style-type: none"> • A letter home from the Principal to you and your parents/carers. • 50 House Points

BEHAVIOURS NOT MEETING DSTC EXPECTATIONS

In-class behaviour procedures:

A clear and progressive behaviour system promotes positive **Behaviour for Learning**, underpinning DSTC values. Students are aware that focus and engagement in lessons will result in rewards. Low-level behaviour and non engagement can result in non-verbal warnings from staff, followed by behaviour points (W1 onwards) (Appendix 6).

- **Non Verbal signal** - for example, waiting for quiet, raised eyebrows, or a hand up from the teacher will be given to try and make the student aware of the behaviour.
- **W1** - Verbal Warning - students are expected to improve behaviour (with teacher support if needed). A brief Behaviour Improvement Conversation (BIC) will be had with the class teacher either during the lesson or at the end of the lesson (Appendix 3). This is recorded on Bromcom by the original class teacher. Students may be expected to complete unfinished work in their own time.
- **W2** - Removal to another classroom - students are expected to leave the classroom, take bags and books/work with them, and work within another classroom as directed by the teacher. DoL/RSL lunch detention will be issued. This is recorded on Bromcom by the class teacher. The receptionist will issue one reminder slip for the RSL lunch time detention in B009.
- **W3** - On Call - where there is serious disruption to the learning of others and/or a safety concern, students are taken to their Pastoral Leader or a member of the Leadership Team via On Call triggered by the teacher. An investigation will be started if needed and Friday SLT detention will be issued if Isolation or suspension is not required. The initial incident is recorded on Bromcom by the class teacher and updated by the RSL/SLT member making the decision. The Pastoral Leader will inform parents by phone.

Students who receive two W3s in a week will additionally be required to complete a day in Isolation. Parents will be emailed about this on the day. It will be monitored by Pastoral Leaders and authorised by RSLs in liaison with the Senior Vice Principal.

There may be incidents where the teacher makes a decision to exit the student via On Call (W3), for example, where the student's behaviour is preventing the teacher from teaching the lesson. The student is expected to be escorted to their Pastoral Leader or RSL. The teacher must record the incident on Bromcom immediately. The incident will be investigated and a decision regarding a sanction such as isolation or suspension will be considered.

If a student's behaviour is having a significant impact on teaching and learning, the Principal (or the SVP in her absence) may decide to issue a suspension. A suspension form should be completed by the RSL/VP and discussed with the SVP to ensure parity of implementation of the behaviour policy.

Teachers may challenge students when:

- Taking part in any school-organised or school-related activity, including any school trips and visits
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the school, including online.

Or at any time, whether or not the conditions above apply, when:

- Behaviour could have repercussions for the orderly running of the school
- Behaviour poses a threat to another student or member of the public
- Behaviour could adversely affect the reputation of the school.

Parental/carer support is expected when the school applies an after-school detention as one of the consequences to address inappropriate behaviour. It is important parents realise that the school has the statutory power under the Education and Inspections Act 2006 to detain students even without parental permission, although we will always attempt to notify parents. When an hour SLT after-school detention is issued we will contact home by telephone where possible.

DSTC will internally isolate or internally suspend students if their behaviour is having a negative impact upon the learning of others or if their anti-social behaviour, including defiance, is serious. Isolation is intended to be a serious sanction (a step that could be used before issuing a fixed term suspension) and restorative work completed together with providing an opportunity for the student to reflect upon their behaviour. A student can be placed in isolation by a member of the Senior Leadership Team or Raising Standards Leader only. All placements into Isolation are planned and the Senior Vice Principal monitors these and any interventions needed. These are discussed in regular inclusion meetings.

For very serious or extreme anti-social behaviour, DSTC follows the DfE guidance on Exclusion from Maintained schools, Academies and Student Referral Units in England (September 2023).

Incidents of both positive and negative behaviour are recorded by staff on Bromcom by the process of issuing positive stars/house points and negative behaviour points. The issuing of behaviour points is not a sanction in itself but a way to track, record and measure behaviour. Behaviour points should not be added cumulatively for a series of events within the same incident. In such cases the infringement that carries the highest points should be recorded and the details of other behaviours can be added as a note.

The suspensions section lists anti-social behaviour and the consequences that could follow that behaviour. We recognise all staff must consistently apply sanctions when behaviour is anti-social. This may be inside or outside the classroom. All students will be aware of the consequences through assemblies, Form Tutor sessions and information throughout the school.

DSTC's Exclusions Policy, Covering: Internal Exclusions, Suspensions and Permanent Exclusions

The priority of all staff at DSTC is always to safeguard the physical and mental health, safety and wellbeing of all students and staff. In some cases it is necessary to suspend a student internally (isolation) or with a suspension or a permanent exclusion (PEX). In any circumstances where it becomes necessary to suspend a student, the statutory guidance and regulations from Kent County Council (KCC) and the Department for Education (DfE) will be followed:

'The decision to suspend or exclude a student must be lawful, reasonable and fair. schools have a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race. schools should give particular consideration to the fair treatment of students from groups who are vulnerable to suspension/exclusion.

- *Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a student's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent suspension/exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the student's educational needs is required.*
- *schools should have a strategy for reintegrating a student who returns to school following a suspension and for managing their future behaviour.*
- *All children have a right to education. schools should take reasonable steps to set and mark work for students during the first five school days of a suspension; and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after a suspension.*
- *For a suspension of more than five school days, the governing board (or local authority in relation to a student excluded from a PRU) must arrange suitable full-time education for any student of compulsory school age. This provision must begin no later than the sixth school day of the suspension. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is as a result of one fixed-period or more than one suspension.*
- *Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of a suspension, the school should take reasonable steps to set and mark work for the student. Work that is provided should be accessible and achievable by the student outside school."*

Permanent exclusion will be issued:

- A major first offence, such as serious actual or threatened violence, sexual abuse or assault, supplying banned substances or carrying an offensive weapon.
- Where allowing a student to remain in school would be seriously detrimental to the education of other students, or to the welfare/safety of other students, staff or the student themselves.
- More usually it follows a series of breaches of the school's disciplinary code and after a range of strategies to resolve the student's disciplinary problems has been tried and has failed.

Suspension/Exclusion Guide

Suspensions would normally be used for:*

- Verbal abuse to staff and/or students
- Physical abuse to/attack on staff and/or students
- Bullying
- Racist abuse or remarks
- Sexually abusive language and/or behaviour/indecent behaviour
- Damage to property
- Use of illegal drugs or alcohol
- Carrying drugs or drugs paraphernalia
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Carrying an offensive weapon
- Bringing a knife (or any other object that could be used as a weapon) into DSTC
- Incidents where the poor behaviour of a student outside school can be considered as grounds for exclusion
- Extreme anti-social behaviour, including bullying and racist incidents
- Persistent disruption to learning of others in the classroom
- Persistent disruption to DSTC outside the classroom
- Inappropriate online behaviour
- Trying to bypass filtering systems
- Persistent refusal to follow staff instructions
- Violence
- Extreme isolated events
- Unsuccessful SLT report
- Bringing vapes or inappropriate items onto the school site
- Smoking / Vaping on DSTC site
- Bringing the name of the school into disrepute
- Breach of H&S
- Repeated Bullying
- Sexual misconduct
- Repeated inappropriate use of Social Media
- Physical Abuse
- Homophobic bullying
- Peer on Peer abuse
- Upskirting
- Vandalism
- Unacceptable behaviour which has previously been reported and for which the school sanctions and other interventions have not been successful in modifying the student's behaviour.

* This is not a finite list.

Duration of suspensions: The Principal may suspend a student for one or more periods not exceeding a total of 45 days in any one school year. If behaviours are repeated, then the suspension will increase in length. The Principal may exclude a student permanently if she judges the circumstances warrant it.

Illegal exclusions are not used by DSTC and the school will not send students home unless they are unwell or have been issued with a suspension - either fixed term or permanent. In all cases, parents will be contacted as soon as possible by a member of the Senior Leadership / Pastoral Team.

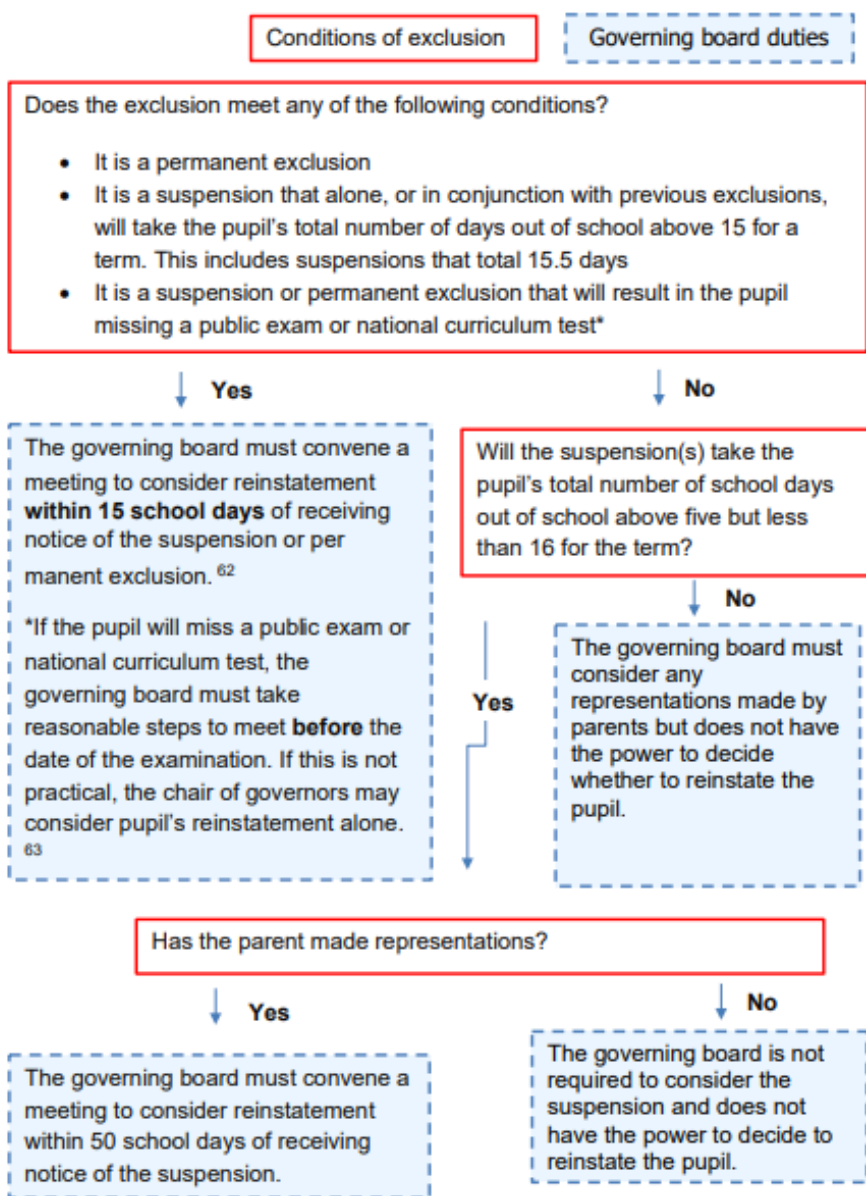
DfE guidance on suspension or permanent exclusion procedures:

The governing board has a duty to consider parents' representations about suspension or permanent exclusion (DfE 2023). The requirements on a governing board to consider suspension depend upon a number of factors. These requirements are illustrated by the flow diagram overleaf.

On return from a fixed-term suspension the VPP and/or RSL will lead a reintegration meeting. This will cover reasons for the sanction, education about moving forward and an element of restorative practice. Where the duration of a suspension exceeds 3 days, the Principal or her representative will lead the reintegration. A Pastoral Support Plan will be set up and/or reviewed to monitor the improvements and actions needed.

Suspensions and permanent exclusions: (DfE September 2023)

A summary of the governing board's duties to consider reinstatement⁶¹



⁶¹ Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

⁶² The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

⁶³ The ability for a chair to review in the case of public exams refers only to maintained schools.

A decision to exclude a student permanently should be taken only:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. (DfE 2017, 2021)

Use of Mobile Phones

Mobile phones 'Used with Permission, Used Responsibly'

DfE Mobile phones in schools
Schools Week article.

DSTC has a duty to create an environment that is calm, safe and free from distraction so all pupils, whatever their background, can learn and thrive. One of the greatest challenges facing schools is the presence of mobile phones. Today, by the age of 12, 97% of pupils own a mobile phone.

(<https://www.ofcom.org.uk/research-and-data/media-literacy-research/childrens>)

The DfE (Feb 2024) research shows that:

- *One in three secondary school pupils report that mobile phones are used in most lessons without permission. This not only distracts the single pupil using the phone, but disrupts the lesson for a whole class, and diverts teachers' efforts away from learning.*
- *One in five pupils have experienced bullying online. By removing mobile phones from the school day, we can create a safe space where pupils are protected from the risks and dangers associated with social media and cyber-bullying, as well as the peer pressure and possible stigma associated with owning what are often expensive devices.*
- *Three in ten pupils cite making and maintaining friendships and their mental health as a cause of worry, anxiety or depression. By removing mobile phones, children and young people can spend more time staying active and socialising face to face with their peers, activities which have a positive impact on wellbeing.*

Options DSTC considered from the DfE:

1. **No mobile phones on the school premises** – A school may decide that no mobile phones should be brought to school by its pupils, and they must be left at home or with parents. This policy provides a very simple boundary which is straightforward to enforce as any mobile phone found at school would be in breach of the policy.
2. **Mobile phone handed in on arrival** – A school may decide that its pupils may require access to their mobile phones before and after school, but they do not want pupils to have access to their mobile phones throughout the school day. On entry to the school each pupil hands in their device to school staff and these are then collected at the end of the school day. Schools should be mindful that even if a pupil has handed in one mobile phone, they may have another mobile phone in their possession.
3. **Mobile phones kept in secure locations, which the pupil does not access throughout the school day** – Some schools may have established bag-free days where personal possessions are kept in lockers, or similar secure storage. If mobile phones are brought to the school, at the start of the school day they should be put straight into lockers or similar secure storage and not be accessed by the pupil until the end of the day.
4. **Never used, seen or heard** – Some schools may choose to adopt a policy where pupils keep possession of their mobile phones only on the strict condition that they are never used, seen or

heard – with consequences for breaching this that are sufficient to act as an effective deterrent. It is important that schools enforce this policy vigorously, consistently and visibly, to the effect that mobile phone use is prohibited throughout the school day. To support this, it may be appropriate for a school to ensure that parents and pupils clearly understand the sanctions that may be applied, to establish a strong no-phone culture. Schools will often stipulate that the mobile phone is switched off at the bottom of the school bag; confiscation may be an immediate consequence otherwise.

DSTC has opted to implement a bespoke version of the fourth option as generally behaviour is excellent at DSTC compared to national statistics and research. ***'Used with Permission, Used Responsibly'*** takes into account student focus group feedback, staff consultation and an online parental survey.

Phones in bags; bags on the floor

Mobile phones should be switched off and kept in the students school bag (not blazer pockets) together with any other devices such as airpods. Mobile phones and airpods should remain in bags. Students are not allowed to use mobile phones at any point during the school day until they are off the school site, unless a teacher has given specific permission to use the phone for teaching and learning approved activities. This does not include listening to music or general research. Nor does it include taking pictures of the board and working from a small screen. If students with SEND need greater personalisation, then this will be accommodated as part of the personalisation process and Quality First Teaching. Approved teaching and learning sites include:

- Kahoot - <https://kahoot.com/>
- Blooket - <https://www.blooket.com/>
- Quizlet - <https://quizlet.com/latest>
- Sparx Maths/Reader - <https://sparxmaths.com/>
- Socrative - <https://www.socrative.com/>
- Unifrog - <https://www.unifrog.org/sign-in>

If there is a need for special consideration, for example, medical need/SEND need, then this needs to be raised with the Senior Vice Principal or Director of SEND through the regular Inclusion meetings. The decision of the Principal is final.

If a student has a medical concern, and needs to use their phone for a particular use eg scanning glucose levels, this will need to be agreed within an Individual Healthcare Plan (IHCP) and a permission card will be given by the Senior Vice Principal.

All staff are responsible for being vigilant and actively monitoring their usage in classrooms. Refusal to do so will result in the Behaviour Policy being used.

If a phone is seen:

1. The mobile phone will be confiscated by the member of staff (note down the student name and location) and handed to reception. Reception will log on Bromcom and update the tracking spreadsheet. Parents will always be called by the receptionist. Students can collect their mobile phone at the end of the day.
2. If, within a half term, a phone is confiscated again, then the parent will need to collect it from reception after school. Students are not allowed to collect it. The Pastoral Leader will call parents and log on Bromcom.

3. If, within a half term, a phone is confiscated for a third time, an SLT detention (Friday afterschool) will be set and a Pastoral Support Plan (PSP) meeting will be arranged with parents to discuss the next steps. This could involve, but not limited to, handing the phone in daily to reception or the phone being confiscated for a week (stored in the school safe). The Pastoral Leader will arrange the meeting with the Senior Vice Principal and parents.

Where repeated behaviours occur or a student refuses to hand over their mobile phone, the school behaviour policy will be followed and further consequences will be implemented. This could involve being moved to the Inclusion Room (IR) or a Fixed Term Suspension.

Strategies to educate students in our care will be part of the Behaviour Curriculum. These include:

- Individual Character Education lessons (ICE), where students will complete the Online Safety Alliance (OSA) Certificate in Years 7, 10 & 12. The aim of this is to upskill students in using technology appropriately and to enable them to keep themselves safe online.
- Digital Detox days will be implemented regularly to highlight potential impacts on mental health.
- Mental Health education, the impact of using mobile technology will be investigated through ICE lessons, assemblies and outside speakers.
- Educating our students regarding the responsible use of mobile phones and smart devices
- Our sustainability plan, students will be educated about World Earth Day and encouraged to take action. This occurs annually in April.
- Regular review of the policy annually. If students are unable to follow the rules there is a risk of moving to a zero tolerance approach as identified in the government options.

While DSTC recognises its duty of care to ensure students are safe and happy, we cannot usually sanction behaviour taking place at home or via social media out of school hours. Parents are responsible for their child's use of social media.

If behaviour is criminal or poses a serious threat to a member of the public, staff or students, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow the school's safeguarding policy, informing the Designated Safeguarding Lead (DSL). **If the police are involved with an investigation of an incident, DSTC will work with them and act upon the advice given. The DSL should be notified of any incident requiring external agency support.**

Internal Exclusion

Mobile phones are banned in the Inclusion Room (IR). Whilst in IR mobile phones are handed into staff and kept safe until the end of the day.

When bringing a mobile device onto the school premises, it is important to recognise that the school has the power to search electronic devices and download content to support investigations regarding behaviour incidents. The school does not need to seek parental permission to do this (DfE January 2018).

Loss or Theft of Valuable Items

We strongly advise all parents that their child should **not** be bringing valuable items into school to alleviate the chance of theft or loss. DSTC takes no responsibility for their loss or damage.

Appendix 1

Dartford Science and Technology College - Partnership Agreement

Student Responsibilities

I recognise that I am responsible for my own achievements and conduct and I will always approach opportunities and challenges with a positive mindset.

I will:

1. Follow the DSTC code of conduct.
2. Attend DSTC regularly and on time.
3. Wear the lanyard and school uniform (dress code in Post 16) correctly (including to and from school) and bring all the equipment I need every day.
4. Bring all the equipment I need each day.
5. Keep up to date with my homework.
6. Always have my mobile phone switched off and in the bottom of my bag during lessons, unless I have been given a clear instruction to use it during lessons to help my learning.
7. Hand over my Conduct Card when asked to by any member of staff.

Parental Responsibilities

As parents, we acknowledge that we have chosen to send our child to be educated at Dartford Science and Technology school.

As parents I/we commit to:

1. Support my child in fulfilling their student responsibilities.
2. Support the values and policies of DSTC and encourage my child to do their best.
3. Use the 'Gateway' App to track my daughter/son's attendance, behaviour and rewards.
4. Provide a working environment for my child to do their homework and support them in completing this.
5. Inform DSTC of any concerns about my child's learning or welfare in a constructive way.
6. Attend all parents' evenings and discussions about my child.
7. Take family holidays during school holidays or recognise that fines may be issued.

DSTC's Educational Responsibilities

We acknowledge our responsibility to support parents in their task of raising their children to be prepared for the wider world.

DSTC will:-

1. Ensure school policies are readily available to parents on the DSTC website and act in accordance with them.
2. Let parents know about any concerns or problems that affect their child's progress.
3. Share with parents regular assessments and progress reports.
4. Share key rewards, attendance / behaviour and information via the Gateway App.
5. Keep parents informed about school activities and changes through regular letters home, newsletters and notices about special events.

Appendix 2

STUDENT CODE OF CONDUCT - The 4 C's

Curriculum

- Be confident in your ability to learn and make progress.
- Always attempt tasks: Do not be afraid to make mistakes; this is how you learn.
- Embrace the teaching and learning techniques which are used across the curriculum. Thinking Hard
- Try your best in all classwork and homework, attending additional support sessions when invited
- Be happy to share your ideas and successes with others.
- Strive hard to be the best you can be; whatever your talents.
- Find out and understand the best way for you to learn and apply this within all your subject areas.

Community

- Be active citizens within the school community and help make changes to continually improve DSTC.
- Be proud to be part of DSTC and represent the school positively within the local and wider community.
- Be kind to others around you, treat others with respect.
- Look after the school environment - pick up litter and keep areas clean.

Character

- Ensure you arrive at school, every day, ready to learn and engage in all lesson activities.
- Take up as many opportunities as you can e.g. clubs to widen your interests.
- Think for yourself and take responsibility for your actions.
- Never bring any item into school that could cause harm to yourself or others.
- Behave in an appropriate manner when in, or travelling to and from school and whenever you are in uniform.
- Show kindness, resilience, respect and determination.

Cooperation

- Have respect for all school staff and follow instructions without argument.
- Show respect and understanding for the opinions and beliefs of others.
- Always try to ensure everyone feels safe at DSTC; report any anti-social behaviour you may experience or witness, including bullying, abuse and exploitation.
- Ensure mobile phones and social media are used in a responsible way, which is safe for yourself and respectful to others.

The Student Code of Conduct is underpinned by our **DSTC Cooperative Values (SEEDSS)**:

- **Solidarity**
- **Equality**
- **Equity**
- **Democracy**
- **Self - responsibility**
- **Self-help**

Student Code of Conduct: DSTC STAR: (Currently under review with the Student Council)

Always:

- **Demonstrate** positive behaviour
- **Strive** for excellence
- **Take** learning seriously
- **Care** for yourself and others

And you will be

- **Successful**
- **Thoughtful**
- **Ambitious**
- **Resilient**

If a student has demonstrated outstanding commitment in a particular area, then a **badge** may be awarded:

- Student Ambassador
- Subject Ambassador
- Mentor
- Prefect
- Progress Award
- Community Award
- Sports Award
- Student Council
- Principal's Award
- STEM

House Points will be issued for the following:

Showing kindness to others:

- Holding a door open
- Including someone who is perhaps having difficulties
- Helping someone
- Being polite

Taking responsibility for own actions:

- Excellent participation
- Going 'above and beyond'
- Other

Appendix 3

Behaviour Improvement Conversations

Behaviour Improvement Conversations (BICs)

'Behaviour is everyone's responsibility' (Bill Rogers)

'Consistency is key' (Bill Rogers and CLT!)

Behaviour Improvement Conversations are used to improve student behaviour. Instead of a traditional detention, a conversation that is **certainly** going to take place is often more effective because it addresses the behaviour in real time.

Teachers are asked to discuss individually with students three questions:

1. State the behaviour: **'I noticed** that you were talking over me in xxxxx lesson. What happened? What's the matter? Why do you think it brings you here?'
2. Ask what needs to be done to remedy the situation: 'What could you do better next time? What could you do differently? What could you do to improve your behaviour next lesson?'
3. Restate the agreed action: 'So next time you will XXXXX in your XXXXX lesson. Thank you.'

End the mini meeting on a positive: **'I look forward to teaching you the next lesson with a fresh start.'**

BIC	Lunch Detention	After-school Detention	Isolation	Suspension
Teacher	RSL/DoL	SLT	RSL/SLT	RSL/SLT - VP/P
In lessons or immediately after.	30 minutes	1 hour	1 day	As needed

Procedure:

- BICs will happen either during the lesson or immediately after the lesson.
- Teacher records the BIC on Bromcom.
- If the student repeats the behaviour, then W2 should be followed - removal from the lesson and a lunch detention set by the class teacher with the RSL on Bromcom.

Appendix 4

Anti-bullying - Student Guide

As a student: what can you do if you are being bullied?

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be an individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Walk confidently away. Go straight to a teacher or member of staff.
- Fighting back will make things worse.
- Tell an adult as soon as you feel threatened by anyone's actions. They will be able to support you.
- Teachers will take you seriously and will try to deal with the bullies in such a way to stop the bullying.
- Not telling protects the bully or bullies and gives the message that they can continue, perhaps bullying others too.

Online/Cyber-bullying

DSTC takes all forms of bullying very seriously, including bullying that exists online or using digital devices. In order to support staff and students with staying safe online, we have undertaken a whole-school approach to training. Students all undertake the Online Safety Alliance (OSA) Certificate Training and staff have completed the Online Safety training.

If you know someone is being bullied

- Take Action! Watching and doing nothing (bystander apathy) looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult immediately. Teachers have a way of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be friends with the bully.

Procedures to be used in cases of bullying:

- A written account by the victim and bully and any witnesses are taken by staff and kept on the student's file.
- The bully is spoken to by a member of staff and told to stop.

The appropriate sanction is put into place depending on the severity of the incident and whether the incident is a one-off or on-going:

- 1) Internal Exclusion at break and lunchtime;
- 2) Parents or guardians informed;
- 3) Restorative meeting between the victim and bully;
- 4) If the bullying does not stop, a full day in Internal Exclusion;
- 5) Youth Crime Reduction Officer to provide support; If incidents continue, report incidents to the Police.
- 6)

Students are able to self or peer refer if they are concerned (as per the Safeguarding Policy):

[Student Wellbeing/Safeguarding Self & Peer referral form](#)

Appendix 5

Searching Students (DfE - Searching, Screening and Confiscation - Advice for Schools July 2022)

An appropriate location for the search should be found. Where possible, this should be away from other students. The search must only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

The law states the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search.

The Principal and Vice Principals are the only members of staff that are allowed to sanction a search. All searches must be reported to the DSL via the Safeguarding Referral Form.

There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only:

- If the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.
- The extent of the search: A member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.
- The person conducting the search must not require the student to remove any clothing other than outer clothing. Outer clothing means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.
- Possessions means any goods over which the student has or appears to have control - this includes desks, lockers and bags.
- A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the student agrees. Schools can make it a condition of having the locker or space that the student agrees to have it searched. If the student withdraws their agreement to a search, a search may be conducted both for the prohibited items listed and any items identified in the school rules for which a search can be made.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The member of staff's power to search outlined above does not enable them to conduct a strip search. This is only allowed to be conducted by the Police and the DfE Guidance (July 2022) should be followed.
- The member of staff may use a metal detector to assist with the search.
- Parents should always be informed that searches have taken place. The Vice Principal / DSL or designated member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- Any prohibited items should be disposed of appropriately:
 - Controlled drugs delivered to the police as soon as possible. Sometimes the police will ask the school to dispose of substances. This will take place with a second member of the safeguarding team present
 - Alcohol tobacco etc will not be returned to the student, but disposed of in the bin
 - Pornographic images should not be circulated. If it constitutes a specific offence, it will be delivered to the police as soon as reasonably possible

- Stolen items will be taken to the police or returned to their owner where proof is available
- Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible
- Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of

Records made during a search:

- Schools are encouraged to include in the record of each search
- the date, time and location of the search
- which student was searched
- who conducted the search and any other adults or students present
- what was being searched for
- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search.

The Senior Vice Principal DSL is responsible for analysing data into the number of searches carried out. Schools who conduct a high number of searches should consider whether the searches fall disproportionately on any particular groups of students by analysing the recorded data. In such cases where searching is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Appendix 6

Possible Behaviour Management Examples

	W1 Behaviour Improvement Conversation (BIC) (Teacher)	W2 Lunch Detention 20 mins (RSLs DoLs SLT)	W3 Friday Detention After school - 1 hour (SLT)	W4* Internal Suspension Isolation Full Day (Via RSL or SLT)	W5 Suspension / Exclusion Via VPP / Principal
<p>Examples of behaviours leading to consequence (list not exhaustive)</p> <p><i>Repetition of negative behaviours will result in withdrawal of individual(s) from the lesson.</i></p> <p>*The table does not represent a finite list.</p>	<p>No homework.</p> <p>Incomplete work.</p> <p>Lack of work in lessons.</p> <p>Verbal warning given (W1).</p>	<p>Failure to complete BIC with teacher.</p> <p>Removal from a lesson (W2). Exit room used.</p> <p>Unsuccessful tutor report.</p> <p>Failing to attend break detention.</p>	<p>Failure to attend lunchtime detention.</p> <p>On call from removal lesson (W3).</p> <p>Serious breach of school rules (smoking and banned items).</p> <p>Rudeness towards a member of staff.</p> <p>Unsuccessful RSL report.</p> <p>2 lunch detentions</p>	<p>Unkind words or actions</p> <p>Failure to attend Friday detention.</p> <p>Refusal to comply with a senior member of staff.</p> <p>Rudeness towards a member of staff.</p> <p>Vandalism/ bullying/ threatening behaviour.</p> <p>Second removal from a lesson (week).</p>	<p>See list of examples.</p> <p>Unsuccessful SLT report</p>
Sanction for failing to attend.	Lunch detention	Friday detention	Isolation	Repeat of Internal Suspension / Isolation or possible suspension	Further suspension or permanent exclusion
Location	Tuesday / Thursday B009	B009	Isolation	Isolation	NA

Sanctions

1. Behaviour Improvement Conversation - a restorative conversation
2. Lunch detention
3. Friday after-school detention
4. Internal Suspension / Isolation
5. Suspension

*** RSLs can put a student in Isolation for 1 day, SLT authorisation needed for 2 days + Internal Suspension**

Appendix 7

British Values

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance for those with different faiths and beliefs and for those without faith

Cooperative Values (SEEDSS):

- Solidarity
- Equality
- Equity
- Democracy
- Self-responsibility
- Self-help

SMSC

- Spiritual
- Moral
- Social
- Cultural

Appendix 8

Use of reasonable force

The school follows guidance from the DfE

- All school staff have the power to use reasonable force. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances
- Force can be used to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury
- 'Reasonable' means using no more force than is needed
- Parents will be informed as soon as possible if reasonable force has been used
- School staff have the legal power to use reasonable force if they believe such force is needed to prevent students from committing an offence, injuring themselves or others, or damaging property; and to maintain good order and discipline in the classroom
- It is always an individual choice for a member of staff to engage in using reasonable force within the guidelines of the policy if they feel confident and safe to do so
- Teachers can discipline a student any time the student is in school or elsewhere under the charge of a teacher, including on DSTC visits (DfE February 2014)
- Corporal punishment is illegal in all circumstances.

Examples of using reasonable force include to:

- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts
- Remove disruptive students from the classroom where they have refused to follow an instruction to do so
- Prevent a student from behaving in a way which disrupts a school event or a school trip or visit
- Prevent a student from harming others