



Durham Johnston

BEHAVIOUR

1	SUMMARY	This policy outlines the importance of positive behaviour within the school community and details how the school engages supportively with all students to ensure good behaviour and progress.			
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CONTENTS

Section	Page
The Purpose of Our Behaviour Policy	5
Core Values	5
The Role of Students in Ensuring Positive Behaviour	7
The Role of Parents & Carers in Ensuring Positive Behaviour	8
The Role of School Staff in Modelling Positive Behaviour	9
The role of School Staff in Implementing the School's Behaviour Policy	9
How do we investigate Any incidents that occur in school?	10
Training Opportunities for All School Staff	12
The Role of School Leaders in Implementing Positive Behaviour	12 -13
What systems does the school use to encourage positive behaviour and to support students?	14
How do we support the positive behaviour and development of pupils with Special Educational Needs and/or Disability (SEND)?	15
How does the school address inappropriate behaviour?	15 -17
What does the school mean by reasonable force and banned articles?	17
In what circumstances would a student be removed from the school site?	18
In what circumstances would the school permanently exclude a student?	19
The Decision to Suspend or Exclude	19 - 22
Cancelling Suspensions and Permanent Exclusions	21
The Governing Body's duty to consider a Suspension or Exclusion	21
Students at risk of Exclusion	22
What is the link between our Behaviour Policy and Keeping Children Safe in Education	22
Policy Monitoring	22

The Purpose of Our Behaviour Policy

Positive behaviour is central to a good education. Effective management of behaviour allows us to provide a calm, safe and supportive environment in which students can learn and thrive. Being taught how to behave appropriately within our community is vital for all students to succeed. At Durham Johnston Comprehensive School we acknowledge that the key factors that encourage positive behaviour are high expectations, clear communication, consistency and timely intervention. Students taking responsibility for their actions and learning from them is also of huge importance.

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like within our specific school. At Durham Johnston Comprehensive School pupils can learn in a calm, safe, and supportive environment which is free from disruption. The behaviour policy is one of the important ways in which school culture is communicated to students, staff, parents and carers. The Department for Education annual Keeping Children Safe in Education guidance clearly states that all school staff have a responsibility to provide a safe environment in which pupils can learn. It is equally important that our behaviour policy is implemented effectively to create a positive culture in which students are encouraged to reflect the school's ethos and core values in their time at Durham Johnston.

We have 5 core values that accurately reflect the school's ethos. They are:

Academic Excellence; a belief in progress for all.

Acquiring Knowledge; the importance of being an educated person and knowing things.

Social Justice; providing opportunities for all, regardless of background.

Public Service; the importance of making a contribution to the school community and wider society.

Diverse Opportunities; a rounded education that 'opens doors' regardless of location or specialism.

We want all students to make progress, regardless of their background or ability. We think that it is important to know things and to develop excellent subject knowledge during the time they are with us. We recognise that students come from a range of backgrounds, but as a comprehensive school we want to emphasise that it is not where you are from that matters, but what you do and what you can achieve. We believe that all students should understand the society in which they are growing up and that they should contribute to the public good. Our students are individuals but have a role to play in helping and supporting others within society. We also seek to prepare students for the opportunities of the future, wherever or whatever those opportunities might be. We want to be central to the life of County Durham and an educational force in the life of the communities we serve.

Our behaviour policy echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing inappropriate conduct and dynamic interventions that support staff and learners. The behaviour policy applies to all students currently on roll at the school. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their own positive behaviour and to encourage others to do the same. We emphasise the communal nature of positive behaviour and that all students should challenge and report any behaviour that has a negative impact upon others within our community.

Our supportive policy is designed to:

- maintain and encourage the highest standards of positive behaviour everywhere in school.
- challenge any behaviour that is unsafe, discriminatory or that negatively targets or impacts upon others within our community.
- be inclusive, fair and based upon reflection when behaviour is inappropriate.
- maintain good order on transport, educational visits or in other placements such as work experience or college courses.
- secure behaviour which does not threaten the health or safety of students, staff or members of the public.
- provide protection to individual staff from harmful conduct by students at the school when not on the school site.
- provide reassurance to members of the public about school care and the conduct of students and, thus, protect the reputation of the school and its community.
- Our policy is accessible and displayed on our website. It is aligned with a number of other key policy documents, which are outlined below. In it we demonstrate how we consider the needs of all students and staff, so that all members of our school can feel safe and a sense of belonging to a community with shared values.

This policy should be read in conjunction with 'Keeping Children Safe in Education' September 2022 and the following school and Local Authority policies:

Safeguarding

Attendance and Punctuality

Prevent

Use of Force

SEND

Government legislation in 2017 supports schools disciplining students for inappropriate behaviour when they:

- are taking part in any school organised or related activity.
- are wearing school uniform, or are otherwise identifiable as a student of our school

Government legislation in 2017 ([Link here](#)) supports schools disciplining students if they behave in a way that:

- has repercussions for the orderly running of our school.
- Is dangerous or poses a threat to another student or member of the public.
- Has a negative impact upon the reputation of our school community.

The Elton Report into Behaviour in Schools (1989) established that a teacher's authority extends beyond the school to any off-site activity that is a continuation or extension of schooling, such as a field trip or a school journey. It also applies to other situations, such as bullying or misuses of social media out of school, where students' conduct impinges on the school community, as above. At Durham Johnston Comprehensive School we respond as swiftly as possible when incidents occur, investigate thoroughly and work as closely as necessary with neighbourhood police or other agencies, such as transport providers when we receive concerns about the behaviour of our students.

The Role of Students in Ensuring Positive Behaviour

The first responsibility for positive behaviour lies with each individual child. We try to ensure that our school systems are clear and run in such a way that no child can be in any doubt about acceptable standards of behaviour, which we try always to explain clearly and uphold consistently. We are always happy to share and discuss our systems if anyone within our school community requires greater clarity. We have a simple code of conduct which is displayed in all classrooms. Behaviour advice is highlighted clearly in students' organisers and on our school website. Behaviour expectations are explicitly taught in form periods and in subject specific lessons at the start of every term. Pastoral staff, as well as subject teachers, share expectations regularly throughout the year and via assemblies.

All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequences. Students will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and by doing so are making a positive contribution to the wider school community. Students will be regularly asked about their experience of behaviour and provide feedback on the school's behaviour culture so that school leaders can be clear about issues and what helps students to learn effectively. This can help us to collaboratively evaluate, improve and implement the behaviour policy effectively. Every student is supported to positively meet our behaviour standards, including an induction process that familiarises them with the school behaviour culture. We will repeat elements of this induction for all students at suitable points in the academic year. Provision is also made for all new students to ensure they understand the school's behaviour policy and its importance for our wider community. Where necessary, extra support and induction is provided for students who join us during the academic year.

Students have an important responsibility to:

- listen, be kind, tolerant and respectful when working with adults and each other.
- Be reflective if they make mistakes or behave in an inappropriate way. Accepting when you have made a mistake and accepting the consequences is a key part of being part of a community. accept sanctions
- think carefully about their use appropriate language at all times. The school has a zero-tolerance approach to bullying and discriminatory behaviour of any kind.

Students have a right:

- to be taught in an environment that is safe, as inclusive as possible given the reasonable adjustments that the school can make and conducive to learning
- to be treated equally and in a kind and tolerant manner.
- to be protected from bullying, ridicule or discrimination. Students should also feel confident that they can share any concerns that they have with school staff and we fully encourage them to do so. All students are aware that they can raise any issue with senior staff and with our Designated Safeguarding Lead.

The Role of Parents and Carers in Ensuring Positive Behaviour

Parents and Carers play a key role in the success of Durham Johnston Comprehensive School. We expect parents to support their children as they grow and develop into good citizens of the future who can make a positive contribution to society as adults.

Parents and Carers play a crucial in helping schools develop and maintain positive behaviour. We encourage parents to read and understand our behaviour policy and, where possible and appropriate, to take part in the life of the school and community. Parents and Carers play an important role in supporting positive behaviour and success by supporting our policy at home. Where a parent has a concern about our approach regarding behaviour, we ask that they raise this directly with the school while continuing to work in partnership with us. We appreciate parental support and we work hard to build and maintain positive relationships with parents, for example, by providing regular updates about their child's behaviour, encouraging parents to celebrate student successes, by advertising enrichment opportunities and support for students, or holding sessions for parents to help them understand the school's behaviour policy alongside other key aspects of life at Durham Johnston Comprehensive School. Where appropriate, parents are included in pastoral work following inappropriate behaviour, including attending reviews of specific behaviour interventions in place.

We, therefore, expect parents to support teachers and uphold Durham Johnston's approach and authority, as we believe that children need to see a unified

approach and to have clear boundaries. In more practical terms, we expect parents to ensure that their children are always in school, on time, wearing a full and correct uniform and well equipped to learn. We expect parents to support and encourage their child's learning at all times. We will support parents in their duty to ensure that children are kind and well-mannered, understand how to be polite and cooperative citizens and are able to foster mutually respectful relationships. Additionally, we expect parents to be vigilant about their child's use of social media and to monitor it as carefully as possible. We ask that parents maintain regular contact with us in school, including the provision of absence notes, attendance at parents' evenings and by signing their child's organiser on a weekly basis.

Parents and Carers have a responsibility to:

- prepare their child appropriately for school (for example, by ensuring that their children are observing the school uniform policy).
- support the schools' behaviour policies, including rewards and sanctions.

Parents have a right to information relating to:

- the school promotion of positive behaviour.
- how they can help their child to behave appropriately and to achieve success.

The Role of School Staff in Modelling Positive Behaviour

For the adult members of our community the seven Nolan Principles of Public Life are crucial. We work hard to make sure that the young people within our community value such positive attributes too. The Nolan Principles of Public Life are:

1. Selflessness: putting others' needs before one's own
2. Honesty: telling and valuing the truth
3. Accountability: taking responsibility for one's actions
4. Openness: explaining why one acts as one does
5. Integrity: being reliably a good, rounded person
6. Objectivity: making decisions based on facts.
7. Leadership: demonstrating all these to others

Positive behaviour is a prerequisite for effective learning and personal development. It enables achievement and personal growth. We expect that all adults in school will follow this policy consistently, support each other and work collaboratively, to help improve and model positive behaviour.

How do we investigate any incidents that occur in school?

We will always investigate behaviour incidents where the facts do not readily present themselves. In serious cases, where there is the possibility of a fixed-term suspension or permanent exclusion, we will take statements from all students involved or who witnessed an incident. Those statements may be anonymised for use in presenting a case to the Disciplinary Committee of the school's Governing Body. Where possible or necessary, we will ensure that evidence is kept confidentially. We will always safeguard children and consider the GDPR before making statements available to parents or carers.

While we are bound by natural justice to ensure that we act correctly, we are not required to match standards of evidence in criminal law. We are required to demonstrate that, on a balance of probabilities, a student has acted in an appropriate manner that has had a negative impact upon other students or the standards that we uphold as a community.

Our investigations may lead us to the judgement that a child is lying or deliberately misinterpreting a situation. Lying is not unusual as students grow up as, understandably, they are worried about parental reaction and how they might be perceived. Testing boundaries is also normal. Some children lie habitually, occasionally or genuinely misunderstand a situation. Our policy is based upon investigating thoroughly and then adopting a restorative approach so that students learn from a situation, modify their behaviour and move on.

If a malicious allegation is made against a member of staff, we will investigate thoroughly, work with external agencies if necessary and consider our duty of care to staff members, safeguarding considerations and legal advice. We may also suspend or exclude a student who has made a false allegation against a member of staff, whether in person or via the social media targeting of staff members. In simple terms, we have a legal responsibility to safeguard both students and staff members from inappropriate or malicious behaviour. We will not automatically suspend a member of staff against whom an allegation of using unreasonable force has been made.

The Role of School Staff in Implementing the School's Behaviour Policy

School staff are responsible for encouraging respect and promoting behaviour (by modelling the behaviours they wish to see). All teaching staff will strive to meet and greet students at the door of the classroom whenever possible. All staff model positive behaviours and work hard to build positive relationships with colleagues and students. Our subject staff plan and deliver lessons that engage, challenge and meet the needs of all learners. Staff collaboratively address any issues of behaviour which is of concern for the good of the wider community, we agree that the standard of behaviour that we walk past is the standard of behaviour that we accept.

School staff will use consistent and clear language when acknowledging positive behaviour and addressing and challenging inappropriate behaviour. When a member of school staff becomes aware of inappropriate behaviour, they will respond predictably, promptly, and assertively in accordance with this behaviour policy, so allowing students to know with certainty that negative behaviour will always be addressed. The first priority is always to ensure the safety of students and staff and to ensure, and restore where necessary, a calm environment. De-escalation techniques are employed in order to help prevent further behavioural issues arising or recurring. The aims of our response to inappropriate behaviour is to ensure the safety and wellbeing of all students, maintain the effective functioning of the school community and restore a calm and safe environment in which all students can learn, thrive and feel included.

To achieve these aims, the manner in which school staff address a behavioural issue may have more than one purpose. These may include:

deterrence: sanctions can often be effective deterrents for a specific student or a general deterrent for all students.

protection: keeping student safe is a statutory responsibility of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk. (Please note that we modify our approach based upon an assessment of risk and any specific needs that individual students may have).

improvement: to support students to understand and meet the behaviour expectations of the school and reengage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted our community's rules. Students are supported to understand, value and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support. Staff will always take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the student has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has specific learning needs (SEND - including undiagnosed or previously unidentified needs), has been subject to criminal exploitation, or is experiencing significant challenges at home. In simple terms, we address any inappropriate behaviour whilst thinking carefully about the individual support that a student might need. We do this in a balanced manner, as inappropriate behaviour can have a negative impact upon the capacity of other students to learn effectively. We always carefully consider the appropriate actions that will allow us students to behave positively and learn without interruption. All school staff have a right to safe working conditions, clear guidelines on behaviour management, support and professional development so all school staff can help to maintain a calm and productive learning environment.

Training Opportunities for All School Staff

- All school staff will receive regular safeguarding training and will read and complete a detailed questionnaire on the annual update on Keeping Children Safe in Education.
- All school staff will be trained in the use of this policy as part of in-school training sessions throughout the school year.
- All teaching staff, permanent or visiting, receive a guide to behaviour management each year and an induction programme/guide. Colleagues new to the school and newly qualified teachers receive induction training which includes positive behaviour management. All colleagues are enabled to request help and advice without any inference of competence being drawn as a result.
- We have highly qualified and effective staff and retain them here because of the high standards we expect and uphold. We will not tolerate behaviour from children which makes staff feel unsafe or undermined and we strive to ensure that behaviour advice and support given to teachers by colleagues is positive and supportive, enabling a teacher to build a rapport with students and a positive climate for learning in the classroom.
- When intervention is necessary after an incident, colleagues will seek to work with the teacher involved so that they do not feel unsafe or undermined.
- Departmental behaviour policies exist and compliment the whole school behaviour policy. Subject leaders will plan so that teachers are confident about being able to summon help or support with difficult children. Safeguarding, attendance and behaviour are standing items on departmental meeting agendas.
- Form Tutors play a major role in behaviour management by their consistent daily enforcement of rules early in the morning. It is vital to our success that form tutors reinforce punctuality, uniform, equipment and expectations as well as their pastoral role with their class. Form Tutors are given clear instructions about their role throughout the year and also during pastoral meetings in order to lay the foundations for strong and productive relationships.
- Above all, we know that staff in school set the tone as role models of adult conduct. We demonstrate that by our demeanour, and consistent enforcement of high standards

The Role of School Leaders in Implementing Positive Behaviour

Middle Leaders

Middle Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Taking responsibility for achievement, behaviour and leadership within their department.

- Be a visible presence in the Department/Cohort to encourage appropriate conduct.
- Support staff in returning students to learning by facilitating restorative meetings and supporting staff in specific conversations.
- Encourage celebration of positive achievements in their department or cohort.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.

Senior Leaders

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet students at the beginning of the school day.
- Senior Leaders will be a presence around school during lessons and transition times and respond to immediate incidents. They may drop into lessons to check that students are behaving appropriately and that the learning environment is positive.
- Encourage and acknowledge celebration of positive achievements by staff and students across the school.
- Regularly share and model good practice when it comes to ensuring positive behaviour.
- Support Middle Leaders in supporting students with more complex needs or patterns of inappropriate behaviour.
- Use behaviour data to monitor and assess school wide behaviour policy and adjustments that may be necessary. This will be done on a weekly basis.
- Update all school staff and students on a weekly basis in relation to any changes to the behaviour policy or concerns regarding inappropriate behaviour.

The Governing Body

School Governors will maintain an oversight of the school behaviour policy and will scrutinise, integrate and challenge school leaders on the approach taken by the school to ensure outstanding behaviour and attitudes amongst the wider school community.

The Governing Body will:

- Discuss school behaviour on a half-termly basis and question and challenge school leaders on data regarding school behaviour, attitudes and safeguarding.
- Approve and seek clarification on the updated behaviour policy annually.
- Hear any complaints arising from the school's use of the behaviour policy.

The monitoring of the policy will be carried out by the Governors' Pupil & Staff Well-Being Committee; complaints are heard through the Complaints Committee.

What systems does the school use to encourage positive behaviour and to support students?

Celebrating Positive Behaviour

Acknowledging good behaviour encourages repetition and communicates our expectation and values to all students. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's ethos. Positive reinforcements are applied clearly and fairly to reinforce the routines, expectations, and norms of our community.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach. We expect good behaviour as a norm at Durham Johnston and have a simple reward for subjects, which includes:

- Praise, thanks and positive feedback, verbal and written.
- Department commendations
- Cohort commendations and award schemes
- Communication to parents and carers
- Whole class or cohort rewards and activities
- Whole school awards and recognition in assemblies and events
- House points
- Positions of responsibility within our community

Pupil Support

We regard students as individuals, with distinct needs but equal in the opportunities that we provide and offer. We are proud of the academic and extra-curricular achievements of our students and determined to help them to fulfil their potential in their time at the school. We also want them to have a rounded education to prepare them for a rapidly changing society and life in modern Britain.

Pupils will be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support is identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

Our behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. For example, 'pupils are expected to line up quietly outside a classroom. A behaviour curriculum does not need to be exhaustive, but represent the key habits and routines required in the school. Reasonable adjustments are made to routines for pupils with additional needs, where appropriate, to ensure all pupils can meet behavioural expectations.

How do we support the positive behaviour and development of pupils with Special Educational Needs and/or Disability (SEND)?

Durham Johnston Comprehensive School's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all student can achieve and thrive both in and out of the classroom. We consider very carefully how an inclusive, whole-school approach meets the needs of all of our students, including our students with a specific educational need or disability. All of our students belong equally to the school community and high expectations are maintained for all students regardless of circumstance or background. We have a positive behaviour culture and create a calm environment which benefits students with SEND, enabling them to learn and to be successful alongside their peers.

We are aware:

- That some behaviours are more likely be associated with particular types of SEND, such as a student with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a student's SEND, although it does not follow that every incident of inappropriate behaviour will be connected to their SEND. All students test boundaries and make mistakes.
- Of the need to manage student behaviour effectively, whether or not the individual has underlying needs. When a student is identified as having SEND, we use a graduated approach to assess, plan, deliver and then review the impact of the behaviour support being provided.
- That the law also requires us to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a student has SEND that at times affects their behaviour. In particular, we have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the school's policies or practices. We also have important responsibilities under the Children and Families Act 2014 and always seek to use our 'best endeavours' to meet the needs of those with SEND. These responsibilities are outlined clearly in the SEND code of practice: 0 to 25 years.
- That, as part of meeting any of statutory duties, we always seek, as far as possible, to anticipate likely triggers of inappropriate behaviour and put in place support to prevent further occurrences.
- Of the need to provide training for our staff, so that they have a strong understanding of, for examples, the needs of autistic students.

How does the school address inappropriate behaviour?

When students choose to misbehave, and we become aware of such behaviour, we will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

We use an incident reporting system, which ensures that colleagues are informed about behaviour incidents so that the correct intervention and support can be put into place. Once an issue is reported, and after it has been resolved, the Year Leader will ensure that the details are entered onto the student's behaviour log in our management information system. This data helps us to keep track of a student's behaviour trends and helps us plan interventions and to encourage reflection. This allows us to track particular patterns of behaviour and see which groups may be overrepresented in particular events and then intervene or offer additional support.

We are committed to early intervention, so that we can promote positive behaviour and prevent patterns of misbehaviour from becoming more serious. Where misbehaviour is rooted in poor understanding of expectations or limited understanding of life in a large community, we will offer support and clear explanations. If inappropriate behaviour continues, we will contact parents and carers.

Where students choose to behave inappropriately we have the capacity to apply a range of sanctions. These may include:

- Talking privately with a student who has behaved in a negative way.
- The offer of counselling, guidance or specific advice.
- A verbal reprimand and reminder of expectations.
- The confiscation of banned articles (see below).
- Time out of class or time out of circulation within the school day.
- The completion of a restorative task, such as writing a letter of apology or carrying out a useful task in school such as tidying a classroom or a written task where students can reflect upon the impact of their behaviour on members of our community.
- A detention, which can be organised by all members of our school staff. Staff will not set a detention if the detention is likely to put the student at increased risk. (See below).
- The withdrawal of a school privilege.
- A letter to parents or carers
- A meeting with parents or carers.
- A referral for further action to a Form Tutor, Middle Leader, Year Leader, Key Stage Post Holder or member of Leadership Group.
- A referral to external agencies and collaborative enquiries into behaviour and circumstances outside of school.
- A referral to the school's Special Educational Needs Co-ordinator for further investigation or assessment.
- Restorative time in the school's Behaviour or Student Support Centre.
- An internal suspension in the school's Behaviour or Student Support Centre.
- A fixed suspension (up to 5 days or between 6 and 45 days, served in the behaviour unit of a partner school).

- A referral to the Central Durham Schools' Behaviour and Inclusion Panel, which may include a managed move to another school, alternative provision or additional support
- Permanent exclusion from the school (see below).

Following any form of sanction, additional strategies are always carefully considered in order to help students understand how to improve their behaviour and meet the behaviour expectations of the school. We always seek to be restorative or for students to reflect and modify their conduct. Although no longer a statutory or legal requirement, the school will usually send notification of detention home in writing with a student at least 24 hours in advance of any detention that has been organised as a sanction.

If a student does not attend detention on the day for which notification is given the detention will be served as soon as possible thereafter. We do not need to inform parents of this. If a student has deliberately missed the detention, additional time may be added; if students escalate any situation the school, by necessity, will respond in kind. If a lunchtime or breaktime detention is deliberately missed by a student, the detention will be passed to a senior colleague and will be organised after school. After-school detentions may not be served at lunch or breaktime and the school does not have responsibility for the rearrangement of school transport if missed.

Our policy is linked to the Department for Education's 'Behaviour in schools Advice for headteachers and school staff' issued September 2022

What does the school mean by reasonable force and banned articles?

In accordance with our statutory responsibilities, we may use reasonable force for example, to remove a student who is disrupting a lesson or to prevent a student leaving a classroom where they may hurt themselves or another student. A student with a banned article such as jewellery will be asked to remove it, the item may be confiscated. A student using a phone or other technological device anywhere in school during school hours will have the item confiscated in line with very clear school guidance shared with students, parents and carers on an annual basis. The student will usually be allowed to collect any after the end of the school day. Should a student persist in any single form of inappropriate behaviour, articles may be confiscated pending a parent or carer being invited into school to retrieve it.

We may use powers to search and screen students for banned or illegal articles. We will search lockers and bags as necessary and will record the search on the student's school record. Under those powers, re-stated in 2018, we may:

Search without pupil consent for knives, weapons, alcohol, illegal drugs and stolen items as long as we have reasonable grounds for suspecting that a pupil is in possession of such items. The search will be carried out in school by a Year Leader, a member of the School's Leadership Group, or the SSC manager or Assistant

Manager. The searcher will be of the same gender as the pupil unless that is impossible because the incident has taken place on a school visit. There will be a witness present. We may search possessions including bags. Staff may seize any banned, stolen or prohibited item which is harmful or detrimental to school discipline. Police may be contacted, only a police officer may conduct an intimate search.

Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (Department for Education 2018).

In what circumstances would a student be removed from the school site?

Very occasionally we may ask for a child to be removed from the school site. In accordance with our statutory responsibilities this might occur when:

- There is sufficient evidence that a student has committed a serious disciplinary offence and allowing the pupil to remain in school would potentially cause serious harm to the safety, education or welfare of the student or others in the school. Parents and carers would always be informed if such a decision were made. In these circumstances, the student may be suspended from school for a fixed period or whilst an investigation takes place. Such an investigation might lead to a permanent exclusion.
- For medical reasons, a student's presence on the school site represents a serious risk to their health or safety, or of other students or school staff. In these circumstances, the Headteacher, or Teacher with school responsibility in their absence, may send a student home after consultation with parents or carers. This is not a suspension and may occur for medical reasons.
- The student is given permission by the Headteacher, or Teacher with school responsibility in their absence, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily; this should be for no longer than is necessary. This is not a suspension but an authorised absence. However, if the student continues to breach uniform rules in such a way as to be sent home to avoid school, the student's absence may be counted as unauthorised. In all such cases, parents or carers will be notified and the absence will be recorded. When making this decision, the child's age and vulnerability, and the parent's availability, will always be considered carefully to ensure students are effectively safeguarded.
- These are the only circumstances in which students may be required to leave the school site. Where a condition of attendance is that a student should be screened for possession of offensive weapons, and a student refuses to undergo such screening, the student can be refused entry to the school. This is not a suspension, but an unauthorised absence as the school has a fundamental duty to safeguard others.

In what circumstances would the school permanently exclude a student?

A permanent exclusion represents the end of a child's time at Durham Johnston Comprehensive School. It is the final sanction and one which we do not use lightly. However, we are prepared to take this step to protect the orderly, safe and secure community that allows our community to succeed. National guidance tells us that a decision to exclude a student permanently should be taken only:

- In response to serious breaches of the school's behaviour policy; and
- if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

As a Local Authority maintained school, Durham Johnston works within clearly defined parameters. A decision to exclude a child permanently is a serious one and would only be taken after a detailed investigation. Exclusion will usually be the final step in a long process of additional support, guidance, sanctions and investigations into inappropriate behaviour and disciplinary breaches. There may be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. This may include serious, actual or threatened violence against another student or member of staff: sexual abuse/assault; supplying or distributing illegal drugs or carrying an offensive weapon. This is not an exhaustive list but is intended to identify the serious nature of such 'one off' offences.

The Decision to Suspend or Exclude

Only the Headteacher, or leadership member with delegated responsibility, can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort. Schools have a statutory duty not to discriminate against students based on protected characteristics, such as disability or race. The Headteacher will also consider the fair treatment of students from groups who are vulnerable to suspension or exclusion. The Headteacher should, as far as possible, avoid permanently excluding any student with an EHC plan or a looked after child.

A decision to suspend or exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the student to remain in school would seriously harm the education or welfare of others.

Before deciding whether to suspend or exclude a student, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events

- Consider whether the student has special educational needs (SEN)
 - Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC))
 - Consider whether all alternative solutions have been explored, such as off-site direction or managed moves
- Informing Parents about an exclusion

If the Headteacher decides to suspend or exclude a student, parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay. The parents will also be provided with the following information in writing:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a student, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend

The Headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

Informing the Governing Body and Local Authority about an Exclusion

The headteacher will, without delay, notify the Chair of Governors of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student
 - Any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
 - Any suspension or permanent exclusion which would result in the student missing a National Curriculum test or public exam
- The Headteacher will notify the governing board once per term of any other suspensions of which they

have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation. It is our practice to inform the Chair of Governors of all suspensions when they occur. The Local Authority (and when relevant, the Virtual School Head & Social Worker for LAC students) will be informed of all suspensions and permanent exclusions without delay (including the reason and length of the suspension/exclusion. If a child lives outside the school's local authority, the student's local authority will be informed.

Cancelling Suspensions and Permanent Exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation
- As referred to above, the Headteacher will report to the governing board once per term on the number of cancellations
- The student will be allowed back in school

The Governing Body's duty to consider a Suspension or Exclusion

The governing body has a duty to consider parents' representations about an exclusion. The governing body must consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if:

1. the exclusion is permanent;
2. it is a fixed-period exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term;
3. or it would result in a student missing a public examination

Where the student has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, the board will consider and decide the reinstatement of a suspended student within 50 school days of receiving notice of the suspension. Where the student has been suspended, and the suspension does not bring the student's total number of days of suspension or permanent exclusion to more than 5 in a term, the Governing Body:

- Must consider any representations made by parents
- Must arrange the meeting to consider the representations within a reasonable amount of time
- Can consider reinstatement

Students at risk of Exclusion

If a student is at risk of permanent exclusion the student is likely to be referred to the Central Durham Behaviour Panel of local schools, Local Authority personnel and external agencies, in an attempt to find a solution that does not involve a permanent exclusion (such as a Managed Move or Alternative Provision). The decision to refer a student to the Behaviour Panel will be taken by the Pastoral Team.

What is the link between our Behaviour Policy & Keeping Children Safe in Education?

We take our safeguarding responsibilities very seriously and every aspect of Durham Johnston's behaviour policy is closely with the need to keep students at the school safe. We use the clear guidance issued in 'Keeping Children Safe in Education' in relation to Child-on-Child Sexual Harassment and Violence. In line with at guidance we are vigilant in terms of sexual harassment, harmful sexual behaviour, peer on peer abuse and we encourage a culture of openness and reporting of concerns. We understand and acknowledge that such behaviour will be happening in our school and needs to be consistently challenged. For more information on the Department for Education's September 2022 Keeping Children Safe in Education please use this link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

Policy Monitoring

This policy has been arrived at through consultation with staff (including teacher unions), parents and governors. It will be reviewed annually. Measurable outcomes will be reported to Governors' Pupil Wellbeing Committee.