



Darland High School Behaviour for Learning Policy



*Promoting outstanding behaviour
and positive attitudes to learning.*

Policy Administration	
Is this Policy Statutory?	Yes
	Every 2 years
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Committee	(Full Governors)



Darland High School Behaviour for Learning Policy

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Policy Aims

1.1 Policy statement

Darland High School is 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 behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values of *Courage, Honesty, Respect, Resilience* and *Kindness*, with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and students throughout their learning journey at Darland.

This policy was updated following feedback from staff and student discussions over the 2022-23 academic year.

1.2 Aim of the policy

- To create a culture of expected good behaviour: for learning, for the wider community and for life.
- To ensure that all students and staff are treated fairly, shown respect and to promote good relationships.
- To refuse to give students attention and importance for poor conduct.
- To help students take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, compliance and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure that all members of our school community are mindful of our school values of courage, honesty, respect, resilience and kindness.

1.3 Purpose of the policy

To provide simple, practical procedures for staff and students that:

- Recognise behavioural expectations.
- Positively reinforces behavioural expectations.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

1.4 Roles and Responsibilities in relation to this policy:

Governors

- The Governing body will establish, in consultation with the headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review.
- It will ensure that it is communicated to pupils and parents; that it is non-discriminatory and that expectations of all stakeholders are clear.
- Governors will support the school in maintaining high standards of behaviour.

Headteacher and Senior Leadership Team

All members for the Senior leadership team are responsible for the implementation and day to day management of the policy and procedures.

They will publish and make explicit the Behaviour for learning Policy to all parents, staff and students.



The guidance of all responsibilities in respect of promoting good behaviour and procedures will form a key component of staff induction. Annual guidance and training is provided for all staff to ensure consistency in dealing with incidents.

Additional Professional Development is provided when staff needs are identified.

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 students.

Senior leaders will:

- Meet and greet students at the beginning of the day
- Be a visible presence and support staff, around the site and especially at changeover time
- Celebrate staff and students whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing students with more complex or entrenched negative behaviours
- Support middle leaders in the use of behaviour data to target and assess school wide behaviour for learning policy and practice
- Support middle leaders in Regularly reviewing provision for students who fall beyond the range of written policies

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 students.

Academic Middle leaders will:

- Meet and greet students at the beginning of the day
- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning students to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of Positive Notes via Class Charts and Positive Phone Calls
- Ensure staff training needs are identified and targeted.
- Working alongside and supporting their teams, use behaviour data via Class Charts to target and assess interventions.

Pastoral Middle leaders will:

- Oversee behaviour management of their year group with close support from assistant heads of year
- To line manage assistant heads of year and use their expertise accordingly to support their pastoral team.
- Oversee the use of reward systems in their year group
- Monitor the behaviour of students through referrals, reports and discussions
- Provide daily support to assistant heads of year and tutors
- Liaise with their SLT link and with outside agencies
- Liaise with their SLT link regarding persistent or serious incidents
- Co-ordinate conferences on individuals and tutor groups requiring interventions.
- Attend *Joint Review* meetings to discuss interventions to support behaviour

Form Tutors will:

- Work with their tutor group on a daily basis to create a cohesive group and a positive ethos



- Encourage and reward positive behaviour by their tutor group
- Take action to improve poor behaviour by members of the tutor group. To seek support from assistant head of year/head of year where initial actions are insufficient and are needing to be escalated.
- Work with the tutor group on a daily basis, to encourage students to follow school expectations e.g. uniform, punctuality, attendance. Where necessary follow-up using school systems where these expectations are not being met.
- Monitor and give feedback on behaviour through Class Charts
- Communicate regularly with parents/carers
- Communicate with subject staff, Heads of Faculty and Heads of Year as appropriate

The ALNCO will:

- Co-ordinate assessment, support and Individual Development Plans for students with emotional and behavioural needs
- For individual students/groups of students, communicate effective behavioural or teaching strategies/advice with pastoral, departmental and support staff.
- Lead training for all relevant staff to support all students with an identified/suspected learning need.
- Respond to referrals of students for behaviour support from Heads of Faculty and Heads of Year
- Work with Pastoral teams to coordinate conferences on classes and individuals causing concern
- Liaise with relevant outside agencies
- Attend *Joint Review* meetings to discuss interventions to support behaviour

Support staff will:

- Be fair and consistent in their dealings with students
- Praise and reward students for helpful behaviour
- Challenge inappropriate behaviour
- Refer students to form tutors, class teachers, Heads of Year or Heads of Faculty as appropriate

All staff will:

- Meet and greet students at the door
- Refer to '**Ready, Respectful, Safe**'
- Model positive behaviours and build relationships
- Positively promote the school's expectations on behaviour and standards during lessons and around the school.
- Consistently, challenge calmly and compassionately where standards are not being met.
- Plan lessons that engage, challenge and meet the needs of all students
- Be calm and give 'take up time' when going through the steps to prevent sanctions escalating
- Follow up every time, retain ownership and engage in reflective dialogue with students

Parents and Carers

All parents and carers are encouraged to work in partnership with Darland High School in maintaining high standards of behaviour.

They have the opportunity to raise with the school any issues arising from the operation of the policy. The school will investigate all concerns raised regarding the behaviour of others in our school community.

Where malicious false accusations against members of our school community have been made, the school will ensure appropriate sanctions will be put into place.



2. Learning Expectations at Darland High School

2.1 Creating a Positive Learning Culture

We have high expectations for all and recognise that consistency of routine and practice supports students in their learning through *Ready, Respectful Safe*. At the beginning of every lesson we use **Ready to Learn**:

- Teacher to meet and greet students as they arrive.
- Teacher check students' uniform.
- Students follow seating plan, remove their coats, unpack lesson equipment and place bags on the floor.

At the end of every lesson, we use **Ready to Leave** in time for the movement or break bell:

- Students leave the classroom tidy.
- Students stand behind their chairs.
- Teacher checks uniform and dismisses students.

All staff should use positive language and model the behaviour that they expect from students. Staff should take opportunities to praise and emphasise what is going well and reference previous positive behaviour.

Students should not be out of lessons during learning time (once the registration bell has sounded) unless they are in a possession of a laminated pass from their teacher and that this permission is recorded on Class Charts. Movement and Registration Bells help students to be in the correct place at the correct time, these are listed below:

🔔	08.40	Move to Form Time promptly
🔔	08.45	Form Time Registration
🔔	09.00	Move to Period 1 promptly
🔔	09.05	Period 1 Registration
🔔	10.00	10.00 – 10.15 BREAK TIME
🔔	10.10	Move to Period 2 promptly
🔔	10.15	Period 2 Registration
🔔	11.10	Move to Period 3 promptly
🔔	11.15	Period 3 Registration
🔔	12.15	12.15 – 13.00 LUNCH
🔔	12.55	Move to Period 4 promptly
🔔	13.00	Period 4 Registration
🔔	13.55	Move to Period 5 promptly
🔔	14.00	Period 5 Registration Bell
🔔	15.00	End of School Day

2.2 Rewards:

Teachers should involve students in the development of any additional rules in their department/classroom that fit within Darland's school's behaviour policy.

Emphasis should be on rewards to reinforce good behaviour. Rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements.

Students at Darland can be rewarded in the following ways:



Students receive rewards points on Class Charts for exceptional conduct and contributions in lessons, form time, punctuality, and attendance. Reward points can then be used for students to access rewards which will be available to them based on the number of rewards points they have collected. Other rewards include lunchtime queue jumps, hot chocolate Fridays, promotion for School Trip selection, positive contact with home. Each year we celebrate the achievements and efforts of students at our Annual Award Ceremony at William Aston Hall.

2.3 Consequences, Consistency and using Class Charts to support positive behaviour

Dealing with a problem directly can have long-term benefits for our relationship with our students. We are seen by the student to be in control of the situation and we have the opportunity, by dealing with the student ourselves, to make the sanction appropriate.

The following points should be considered:

- When a teacher judges that student behaviour prevents or interrupts teaching and learning, the teacher should try hard to de-escalate the problem, avoid humiliation, sarcasm, confrontation and public 'putting-down'.
- The teacher should always try to present choices (e.g., *'If you choose to stop ... then I won't have to take any further action; If you choose to continue then you will have to miss part of your lunch time...'*) Consequences and choices should always be explained by the teacher.
- Restorative Practice (RP) can be an important element of re-establishing relationships which have been damaged. This may include student / student RP and Staff / Student RP.
- ALN and Social Inclusion matters should always be borne in mind when preparing lessons and in dealing with any classroom situation and strategies from students' educational overviews should be implemented.
- In general, staff should try to avoid sending students out of the classroom to stand on the corridor. However, an opportunity to *pause* before talking to students quietly about their work and behaviour or to help them may be helpful. Being clear about expectations before a student returns to the classroom space is important: *"I want you to be in this lesson. So when you come back into the learning space, I would like you to..."*
- If staff need support in dealing with a problem of persistent misbehaviour in class or failure to complete work, they should seek support initially from their Head of Faculty which may include support with contacting home.

We should seek every opportunity to praise students and recognise effort and achievement. In every lesson, the subject teacher will use Class Charts lesson monitor in the following way. This table will also be displayed in every classroom:



Student Behaviour	Teacher action	Reward / Sanction
Outstanding Learning The student worked hard all lesson, making excellent progress with their learning. This could include actively contributing to the lesson and working well with and supporting other students.	Verbal praise	Achievement points via Class Charts
Good Learning The student worked hard all lesson, making good progress with their learning. They contributed to the lesson and worked well with other students.	Recognition and reminder of how to achieve 'excellence'	Achievement point via Class Charts
Passive Learning The student made little progress in the lesson as a result of not fully engaging with their work	Student's name written down	Student spoken to at an appropriate time in lesson
Disruption to Learning The student's behaviour required the teacher to intervene on more than one occasion	First tick warning (cannot be removed once implemented)	Disruption to Learning (-1 negative point on Class Charts)
	Second tick sanction (cannot be removed once implemented)	Continued Disruption to learning (-2 negative points on class Charts) 20-minute Faculty Detention issued via Class Charts
Serious Disruption to Learning Despite warnings and teacher interventions, the student's behaviour meant that they made little progress, and their behaviour had a negative effect on the learning of other students. The student is preventing the teacher from teaching and/or the students from learning.	On Call requested. If student is removed, teacher makes contact with home and records -5 negative points and 60 minute After School Detention via Class Charts.	Serious disruption to learning. (-5 negative points and 60 minute After School Detention issued via Class Charts). Student taken to Reflection Room for remainder of lesson.

2.4 Seating Plans

Every teacher will create a seating plan for their classes and will publish this on Class Charts. The seating plan is decided by the teacher, placing students in the position in the class where they have established that the student will learn the best. Teachers may choose to move a student from their seating plan (temporarily or permanently) if



they feel it will help the student to focus. If for any reason a lesson is being taken by a non-timetabled teacher, the students must adhere to their established seating plan.

2.5 Mobile Phone and electronic devices rules during learning time

Mobile phones and other electronic devices (such as air pods) should not be used in lessons, including Form Time, unless students are given permission or directed by the staff member to use them as part of the learning. Inappropriate mobile phone use in lessons, after a warning, will be reflected on Class Charts.

Mobile phones and other electronic devices (such as air pods) should not be used for any purpose between lesson transitions (including listening to music). During break and lunch times, appropriate use of a mobile phone is permitted.

Mobile phones should not be used at any time to record images within school. Students who record or share or upload images will receive commensurate sanctions for their actions which could include fixed term and permanent exclusion. Misuse of mobile phones can quickly lead to serious incidents occurring. We consider misuse of mobiles phone to be a serious breach of the behaviour policy and this means that fixed term exclusion and permanent exclusion may be considered as sanctions.

2.6 Students using toilet facilities during learning time

Students should try to use the toilet facilities during non-learning time. If a student requires the toilet during learning time, the teacher will record this on Class Charts and issue the student with a 'out of class' pass. A teacher will only allow one student out of lesson at a time. Some of our students have toilet passes for their medical needs and in such circumstances, the student will show their pass to the class teacher who will record this on Class Charts. **Any student out of lesson without a pass will be classed as truanting.**

2.7 Use of 'Time Out' cards

Students may be issued with a 'Time Out' card to support their behaviour. In most circumstances, the issuing of a Time Out card is arranged through the Head of Year. If a student requires to use their Time Out card during a lesson, they will show their card to the teacher, who will then record this on Class Charts. **Any student out of lesson without a pass will be classed as truanting.**

2.8 Pastoral Meetings

Students may need to be supported by a member of our Pastoral Team during their school day. Should a member of the Pastoral Team need to meet with a student, they will either call into a lesson or Form Time to request some time with the student or will request the member of Staff On Call to collect the student and escort them to a meeting space. The Pastoral Hwb is available every day and students can speak to member of the Pastoral team during non-learning time (before Form Time, or lunchtime or after school). **Students cannot self-refer to the Pastoral Hwb during learning time and any attempt to do so will be classed as truanting.**

2.9 Searching Students

Certain staff, including Headteachers, have an existing statutory power to search students without consent if they suspect students of having 'prohibited items'. This currently includes (but is not limited to) knives and alcohol, pornography, fireworks, cigarettes, e-cigarettes and other tobacco products, illegal drugs and stolen items.

Please see appendix 5 for the protocol of searching students in relation to a prohibited item.

2.10 Confiscating items

A member of staff can confiscate an item if:

- The item is banned

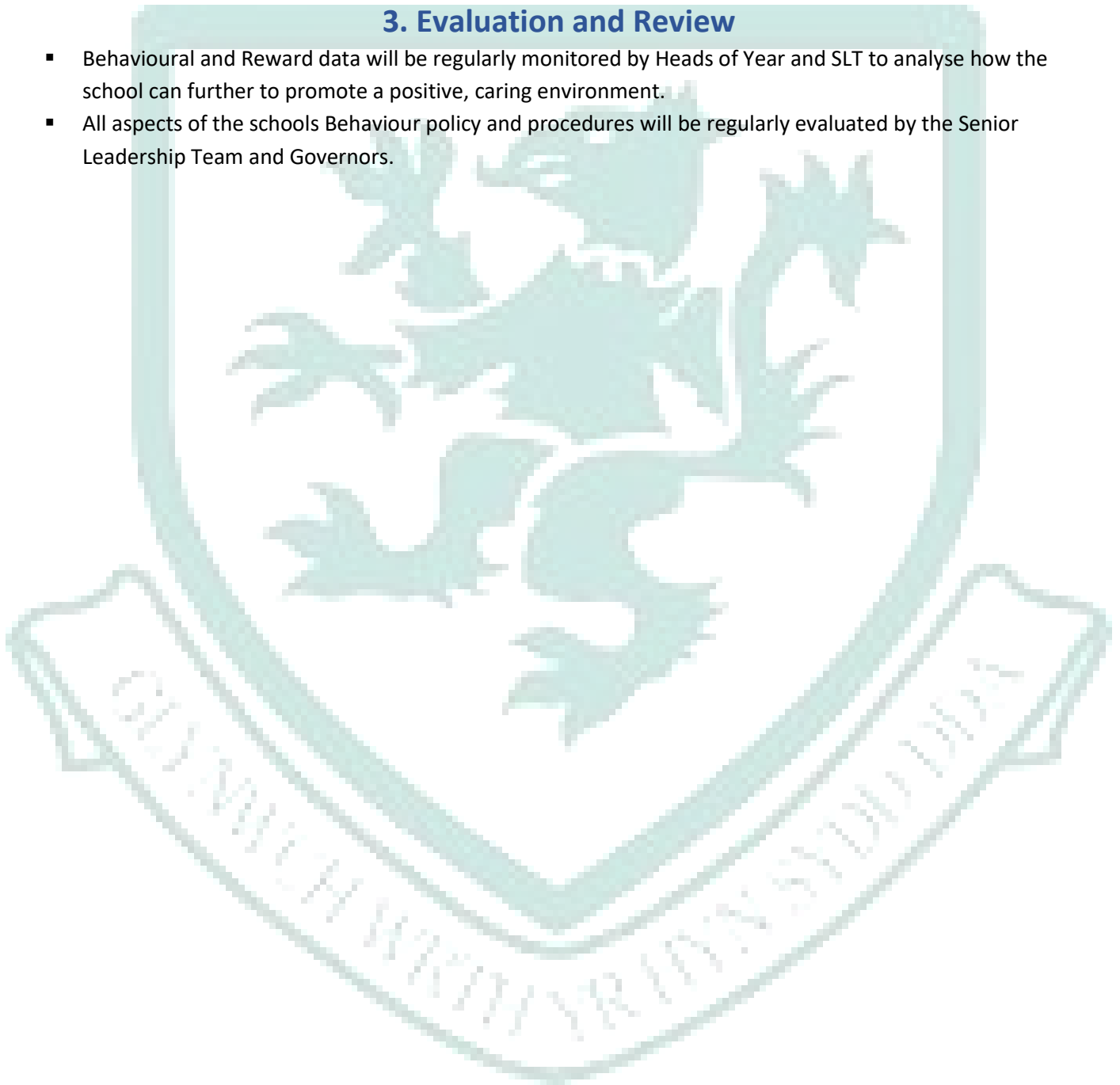


- The item poses a risk to any person
- The item is considered to be evidence relating to an offence

School staff may also confiscate items as a sanction. In some circumstances, a confiscated item may need to be collected by a parent or carer.

3. Evaluation and Review

- Behavioural and Reward data will be regularly monitored by Heads of Year and SLT to analyse how the school can further to promote a positive, caring environment.
- All aspects of the schools Behaviour policy and procedures will be regularly evaluated by the Senior Leadership Team and Governors.





Appendices

Appendix 1 - Systems to support behaviour choices during the timetabled day

1a On Call system

Darland High School operates a patrolling On Call system for every timetabled lesson. The On Call system is primary used to ensure that the school remains a calm and purposeful environment and that students are in the correct place at the correct times. After the Registration Bell, any students out of learning time, without a pass, will be classed as truanting and escorted to their lesson by the member of On Call staff.

Should a situation arise on site where a student's behaviour escalates, and the classroom teacher has exhausted the schools consequence system (see [2.3](#)) ; our 'on call' provision will be contacted. The 'On Call' request is for situations where a student is preventing the teacher from teaching and/or the students from learning. When the 'On Call' staff are contacted, they will investigate the issue that has arisen, resolve the situation and ultimately allow the student to continue with their learning in their classroom or will escort the student to the Reflection Room for the remainder of the lesson. The class teacher then applies a consequence via Class Charts. Wherever possible the teacher will communicate home to discuss the poor choices the student has made in the lesson. **When a student returns to their next lesson with the teacher after being previously removed, the teacher will ensure that the student receives a fresh start to their learning.**

1b Reflection Room

The Reflection Room is used by students who have demonstrated behaviours which require individual reflection and completion of work. The member of 'On Call' staff, SLT or a member of the pastoral team have the authority to place a student in the Reflection Room. **Students cannot self-refer to the Reflection Room.** If a student needs a 'time out' this should be considered by other means. Students will be supervised in their silent study in the Reflection Room by the member of duty staff for the remainder of the lesson. During this time, they will be encouraged to reflect on behaviour that has led them to the removal. Where a student has shown extreme defiance, is unable to return to lessons or is involved in an incident pending investigation, On Call or SLT will make alternative arrangements as to where this student is placed. *Where a student is behaving in a way that endangers their own safety or that of others; for safeguarding reasons, a member of the Safeguarding Team, Pastoral Team or SLT will make arrangements for the parent/carer or police to collect the student to ensure the safety of the school community.*

1c Accommodating students as a result of an incident

There may be times when a student needs to be away from their learning space, whilst further details are being gathered about a situation they may have been involved with. In such cases, Pastoral Staff, On Call Staff or SLT may instruct a student to remain in a space with another adult until a decision has been made as to what happens next. In most cases, this would be the Reflection Room, where the student will be with the member of staff on duty. If a student is placed in the Reflection Room as a result of such an incident, the automatic After School Detention associated with working in the Reflection Room does not apply.



Appendix 2 - Detentions

Detentions are supported by Faculty, Pastoral and Senior Leadership staff.

- Teachers have a legal power to place students aged under 18 in detention after school, on weekends and non-teaching days.
- Where detentions occur outside school hours, school will endeavour to give parents/carers 24 hours' notice in consideration of health and safety issues.
- Parental consent is not required for any detention.** Where immediate home contact can be made, a detention may be served that day. Where possible, however, 24 hours' notice is given to parents to enable suitable travel arrangements to be secured by the parent.
- Detention notification is given to students and parents via the Class Charts app.

2a Faculty lunchtime or After School 20 minute Detention:

A 20 minute lunchtime or 20 minute afterschool faculty detention will be issued if a student has disrupted learning, failed to submit sufficient homework or has made other poor choices during learning time.

2b After School - 60 minute Detention

A 60 minute After School Detention will be if:

- a student is present in school and doesn't attend a Faculty detention/fails to follow instructions in a Faculty detention
- a student is removed from a lesson
- Heads of Year recommendation due to poor choices from a student
- Repeated poor choices (see below appendix 2d)

Students that make poor choices in a detention will also be followed up with a consequence for their behaviours. If students do not attend an After School Detention without good reason, the sanction will be upscaled to a Senior Leadership (SLT) Detention. Failure to attend a SLT detention or a student in SLT detention that fails to follow an instruction will incur a further consequence.

If staff want to speak to a student on detention, they can do so by speaking to staff supporting the detention. If students bring work to the detention to complete independent study and their conduct and uniform is good, they may be allowed to leave earlier.

2c Senior Leadership Detention - 90 minute Detention

An SLT detention will be staffed by two members of the Senior Leadership Team.

Students that make poor choices in a SLT detention will also be followed up with a consequence for their behaviours. Failure to attend a SLT detention or a student in SLT detention that fails to follow an instruction will incur a further consequence.

If staff want to speak to a student on detention, they can do so by speaking to staff supporting the detention. If students bring work to the detention to complete independent study and their conduct and uniform is good, they may be allowed to leave earlier.

2d. Detentions for repeated poor choices

Darland High School uses a behaviour monitoring system called Class Charts to support students with positive choices. When a student has made repeated poor choices, an automatic After School Detention is issued as follows:



Issue	Description	Sanction
Repeated late to learning (arriving after the registration bell)	On the 6th occasion of arriving late to Form Time or lesson time a sanction is issued	60 minute after school detention (equates to -6 points)
Repeated lack of equipment	On the 5th occasion of not having the correct equipment a sanction is issued	60 minute After School Detention (equates to -5 points)
Truanting	Arriving more later than 5 minutes after the Registration Bell	60 minute After School Detention (equates to -3 points)
Repeated Uniform Issues	On the 5th occasion of being in school without wearing the correct uniform	60 minute After School Detention (equates to -5 points)
Repeated use of an electronic device during learning time	On the 3rd occasion of using an electronic device during learning time	60 minute After School Detention (equates to -3 points)
Removal from learning	If a student is removed from a lesson, they will spend the remainder of this time in the Reflection Room and will be issued with a sanction	60 minute After School Detention (equates to -5 points)
Disruption to Learning	On the 10th occasion of low-level disruption to learning within a school week	60 minute After School Detention



Appendix 3 - Exclusions

3a The Bridge (internal exclusion)

The Bridge space is used for students who require further support with their choices around behaviour. The Bridge also serves as a space to prepare students for reintegration into the mainstream classroom or to discuss next steps following an exclusion. Staff members will work with students to develop an action plan for behavioural improvement and provide guidance on strategies to prevent future exclusionary incidents. The aim is to support students in successfully transitioning back to their regular academic setting.

The use of the Bridge environment reduces the number of days a student may have ordinarily spent out of school for an external exclusion and provides a consequence for misdemeanours whilst enabling students to continue their studies under supervision.

When a student has been timetabled for The Bridge, a member of the pastoral team will contact parents and appropriate work will be provided for the student. In most cases, this will be for the next school day, following contact with a parent.

The success of a student's time in The Bridge will be assessed by the member of Staff on duty, together with the positive response of the student. A student may be required to work in The Bridge if they have either:

- completed a period of exclusion where a further sanction is necessary (all students returning from an external exclusion will spend one day working in The Bridge).

All students that are timetabled for The Bridge will hand in their mobile phone /electronic devices at the start of the day, to be returned to them at the end of the day.

Or

- have behaved in a way that seriously falls short of Darland's expectations.

Members of the Pastoral and Senior Leadership Team will consider each referral and an appropriate consequence, taking into consideration the individual any ALN, pastoral or safeguarding needs of the student.

Where a student is behaving in a way that endangers their own safety or that of others; for safeguarding reasons, a member of the Safeguarding Team, Pastoral Team or SLT will make arrangements for the parent/carer or police to collect the student to ensure the safety of the school community.

Expectations and Guidelines for The Bridge – Darland High School

Overview

The Bridge is a designated room at Darland High School, designed to provide a safe and structured environment for students, prior to or following an exclusion, or for when a sanction below an exclusion is required. Three members of the Pastoral Team (Charlotte Evans, Jane Grice and Steven Clarkson) are timetabled as members of in The Bridge Team. In their absence, The Bridge Team or other members of Pastoral Staff may be requested to cover for each other. If cover for a member The Bridge Team cannot be provided due to Pastoral or Hive commitments, Lisa Easton may decide that The Bridge remains closed for the day and any students that were timetabled for The Bridge, will be moved to the next day.

The Bridge aims to support students in reflecting on their behaviours, accessing academic materials, and engaging in restorative practices. The following are the expectations and guidelines for The Bridge:



Expectations and Guidelines

1. Purpose and Support:

- The Bridge is intended as a supportive space for students to reflect on their actions and work towards positive behavioural change.
- Students will have access to academic materials, resources, and support to continue their learning during their time in The Bridge.
- Staff members assigned to The Bridge will provide guidance, supervision, and assistance to students as needed.

2. Respectful Behaviour:

- Students in The Bridge are expected to demonstrate respectful and appropriate behaviour towards staff members and peers.
- Verbal or physical aggression, disrespectful language, or disruptive behaviour will not be tolerated (see intervention and upscaling section).
- Students are encouraged to communicate calmly and seek assistance when needed.

3. Academic Engagement:

- Students in The Bridge will follow their normal timetabled day and work will be provided in advance for their Subject Teachers.
- It is expected that students engage in independent learning activities, complete assignments, and work towards their academic goals.
- Staff members may provide guidance and support in accessing appropriate materials and setting academic tasks.

4. Reflection and Restorative Practices:

- The Bridge provides an opportunity for students to reflect on their actions, consequences, and the impact on themselves and others.
- Restorative practices, such as self-reflection exercises, journaling, or guided discussions, may be implemented to support students in understanding the effects of their behaviour and developing strategies for positive change.
- Staff members may facilitate discussions, encourage empathy, and provide guidance during these reflective processes. The Bridge day provides an opportunity for Pastoral Staff to speak with students if required.

5. Supportive Interaction:

- Staff members in The Bridge provide a supportive and nurturing environment for students.
- Students will have opportunities to discuss their concerns, feelings, and any issues they may be facing.
- Staff members actively listen, provide guidance, and offer appropriate support to students in addressing their emotional and behavioural needs.

6. Reintegration and Next Steps:

- The Bridge also serves as a space to prepare students for reintegration into the mainstream classroom or to discuss next steps following an exclusion. This is particularly important if a student has been working in The Bridge for more than one day or following a lengthy exclusion.
- Heads of Year may work with students to develop an action plan for behavioural improvement and provide guidance on strategies to prevent future exclusionary incidents.
- The aim is to support students in successfully transitioning back to their regular academic setting.



Logistics of The Bridge:

- a. Students and Parents will have been informed by their **Head of Year** (at least the day before) that the student will be learning in The Bridge as part of a sanction and the expectations of day will have been shared.
- b. On the day that a student is scheduled for The Bridge, they should wait in Reception until collected and hand their phone in – to be collected at the end of the day. Students will then be accompanied by a member of staff to The Bridge.
- c. Students should remove their coat and sit at the desk that has been designated to them. They will then work in silence, following their usual timetable (work from their Subject Teacher will have been requested in advance).
- d. The member of staff that is on duty in The Bridge will help as needed.
- e. Break time and lunch time is at the usual time and during this time, students remain in The Bridge but students are allowed to socialise with any other students that have been timetabled for The Bridge during their breaks. Lunch is ordered in advance, and the member of staff that is On Call can be utilised to collect the order to and from the canteen.
- f. If a student requires the toilet during their time in The Bridge, On Call should be requested and the member of staff that is On Call will escort the student to the toilets in the ALN area. Students are not permitted to use the other toilets.

Intervention and upscaling

It is important to emphasise that The Bridge is a supportive environment aimed at promoting positive change and reflection. By adhering to the expectations and guidelines outlined above, both staff members and students can work together to create a respectful, productive, and nurturing space within The Bridge. The aim is to support students to successfully complete their day.

In some cases, students may need to be spoken to outside of The Bridge – this may be by the Head of Year, a member of Pastoral staff, the On Call member of staff or a Senior Leader.

Students should be offered 'take up time' to make the appropriate choice about their behaviour and to successfully complete their day. If a student has not successfully completed their day, The Head of Year may deem that a student must repeat further time in The Bridge and will inform both the student and the parents of this. The Head of Year will then make contact with home in the same way as in logistics a).

If, after all strategies have been utilised, a student is still not making appropriate choices and/or is disturbing other students, the Headteacher (or Deputy Headteacher in the Headteacher's absence) may make the decision to exclude a student for the remainder of the day. The Headteacher will set an exclusion time and the student will repeat their time in The Bridge. The Head of Year will then make contact with home in the same way as in logistics a).

3b Fixed Term External Exclusions

Fixed term external exclusions can be issued by the Headteacher. A Fixed Term exclusion may be issued for:

- Repeated bullying.
- Damage.
- Deliberately bringing prohibited or illegal items including alcohol, stolen items, fireworks, pornographic images and tobacco on to school premises.
- Physical threat or assault on a pupil.
- Physical threat or assault on staff.
- Derogatory language
- Racist abuse.
- Homophobic abuse.



- Sexual misconduct.
- Theft.
- Verbal abuse/threatening behaviour against a student or member of staff.
- Arson.
- Possession of an offensive weapon.
- Persistent or repeated failure to follow instructions.

This list is not exhaustive.

The school also reserves the right to involve the Police should evidence of a criminal act be discovered.

Returning to School from an Exclusion

When a student receives a fixed term exclusion they are reintegrated. In most cases, this will be through a reintegration conversation with their Head of Year. A reintegration conversation reflects on behaviours that led to the exclusion but focuses on the future. Identifying what the student, parent/carer and school are going to do to try to improve the situation and prevent any future exclusions. **A student will spend at least one day in The Bridge when returning from any external exclusion.**

Where the incident of exclusion involves a member of staff, arrangements may be made for the student to apologise to the member of staff – this will often be in writing as it will often not be practical for the member of staff to attend the re-integration meeting.

When a student is at risk of being permanently excluded, due consideration / discussion must be given to the possibility of a managed move. Following a reintegration meeting a student can be re-excluded and not re-admitted – obviously, if this continued then meetings would have to be called to explain that continued refusal to make positive choices to accept support, would be likely to lead to a permanent exclusion.

3a Permanent Exclusions

A decision to exclude a student permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by Darland High School that it has exhausted all available strategies for dealing with the student and will be used as a last resort. There will, however, be exceptional circumstances where in the Headteacher's judgement, it is appropriate, permanently to exclude a student for a first or one-off offence. These might include but are not restricted to:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Use or threatened use of an offensive weapon, or the supply of such a weapon
- Arson, causing danger / potential danger to other persons.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that permanent exclusion is an appropriate sanction. The safety and welfare of all students and staff, as well as protecting school premises and property will be foremost in the Headteacher's decision making.



Appendix 4 - Interrelationship with other school policies and Welsh Government guidance

Darland School Policies can be accessed on the school website: <https://darland.wrexham.sch.uk/school-information/policies-and-procedures/>

ALN Policy

Anti-bullying policy

Equalities Policy

Rewards Policy

Substance Misuse Policy

Safeguarding Policy

Welsh Government Guidance:

Inclusion and Pupil Support: https://www.gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf

Exclusion from schools and pupil referral units <https://www.gov.wales/sites/default/files/publications/2019-11/exclusion-from-schools-pupil-referral-units.pdf>

Safe and effective intervention – use of reasonable force and searching for weapons
<https://www.gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf>

Appendix 5 – Searching and Confiscation Protocols



Introduction

These protocols reflect the Welsh Assembly Government Guidelines on:

- Safe and Effective Intervention-the use of reasonable force and searching for weapons 2010

Rationale

Headteachers and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited Items

- Illegal substances
- Any kind of weapon, real or imitation

Conducting Searches

1. **Two members of staff must be present** at a with or without-consent search of a student or their possessions (even where the search is conducted by the Head teacher, who is then one of the two).
2. During a search of a student with or without consent, **the searcher and the required “second person present” must be of the same gender as the student searched.** This means that two male staff only must search male students with or without consent, and two female staff only must search female students with or without consent. If this is not possible then the Headteacher, or designated member of the Senior Leadership Team should instead call the police.
3. For a search with or without consent, **the “second person present” must be a member of the school staff**, defined as any teacher who works at the school or anyone who, by the authority of the Head teacher, has lawful control or charge of the pupils.
4. **If the student’s possessions are searched this must also be done in the presence of a designated member of staff the same gender as the student.** However the search can be witnessed by staff of the opposite gender to the student; the student must be present.
5. **Location of a search. Searches with or without consent can only be carried out on the school premises and in a suitable location.** Searches ought to be conducted in a staff office, such as that of a Senior Leader or a Pastoral Office, not in a classroom, corridor or other area which can be frequented by staff and students not involved in the search.
6. **The power to search** without consent enables a personal search, involving removal of outer clothing, but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
7. **The student must not be required to remove any clothing other than outer clothing.** ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes coats; blazers; hats; shoes; boots; gloves and scarves.
8. **‘Possessions’ means any goods over which the student has or appears to have control** – this includes desks, lockers and bags. A student’s possessions can only be searched in the presence of the pupil and two members of staff.

Results of searches

1. If a search reveals any ‘offensive weapons’ or knives, or ‘evidence in relation to an offence’ the member of staff conducting the search must inform the Head teacher immediately.
2. The Head teacher will report the finding of any weapons to the police, SPOA and the Chair of Governors.
3. The Head teacher will determine the action to be taken where evidence relating to any other offence is found.
4. If evidence of drugs is found the Head teacher will determine what action to take under the School’s Substance Misuse Policy.

Confiscating Student Items

1. The school maintains the right to confiscate items which are listed as banned or prohibited in accordance with the school policy. Any confiscated items will be kept under lock and key within the Inclusion Office.



2. Knives and other offensive weapons will be handed to the police.

Recording searches

A record of all searches will be kept under arrangements made by the Head teacher following WAG Guidelines.

Individual Student Search Record	Search records should be completed for every search undertaken in school
Date:	
Persons conducting search:	
Other members of staff present:	
Reason for search:	
Student name:	
Year group:	
Time (Start):	
Time (End):	
Items of clothing removed:	
Objects found:	
Outcome:	
Any further actions:	
How have parents been informed?	
Signed:	
Date:	