

DARLAND HIGH SCHOOL

Behaviour for Learning Policy

2026–2027

COURAGE	AMBITION	RESILIENCE	RESPECT	KINDNESS
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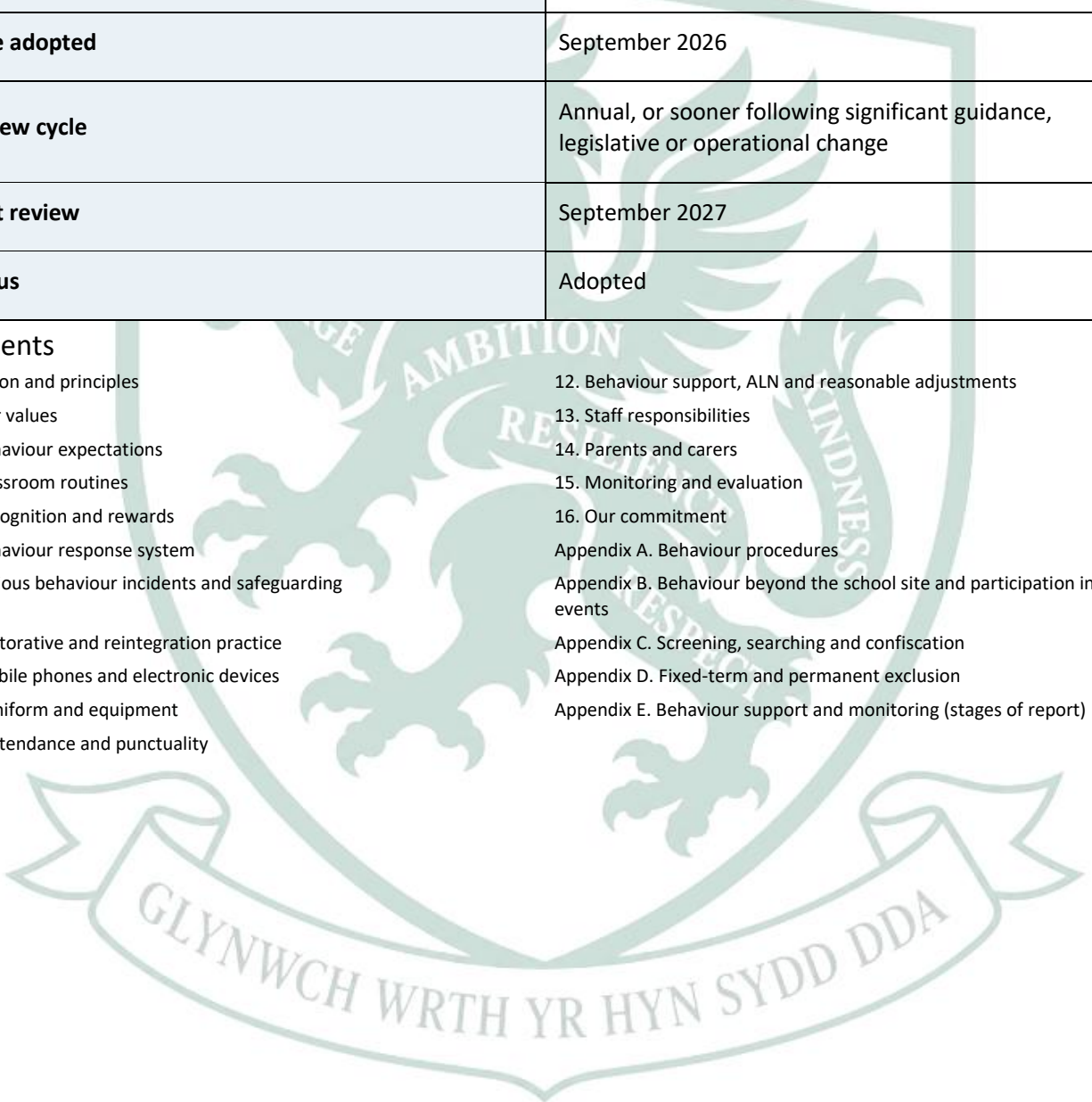
Core principle every student has the right to learn and every teacher has the right to teach. Our behaviour system is designed to protect learning, promote safety and dignity, and help students make increasingly successful choices.



Policy information

School	Darland High School
Policy owner	Headteacher / Senior Leadership Team
Approved by	Full Governing Body – 15 th September 2026
Date adopted	September 2026
Review cycle	Annual, or sooner following significant guidance, legislative or operational change
Next review	September 2027
Status	Adopted

Contents

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|---|--|
| 1. Vision and principles | 12. Behaviour support, ALN and reasonable adjustments |
| 2. Our values | 13. Staff responsibilities |
| 3. Behaviour expectations | 14. Parents and carers |
| 4. Classroom routines | 15. Monitoring and evaluation |
| 5. Recognition and rewards | 16. Our commitment |
| 6. Behaviour response system | Appendix A. Behaviour procedures |
| 7. Serious behaviour incidents and safeguarding | Appendix B. Behaviour beyond the school site and participation in events |
| 8. Restorative and reintegration practice | Appendix C. Screening, searching and confiscation |
| 9. Mobile phones and electronic devices | Appendix D. Fixed-term and permanent exclusion |
| 10. Uniform and equipment | Appendix E. Behaviour support and monitoring (stages of report) |
| 11. Attendance and punctuality | |

Acronyms and Keys Terms

Acronym / term	Meaning
ALN	Additional Learning Needs
ALNCo	Additional Learning Needs Coordinator
C1	Consequence 1
C2	Consequence 2
HoY	Head of Year
SLT	Senior Leadership Team
DSP	Designated Safeguarding Person
Class Charts	The school's system used to record and communicate behaviour, rewards and consequences
Shadow Room	A designated supervised space used when a student is removed from their usual lesson
Internal Exclusion	A period of supervised learning away from the student's normal timetable, determined by appropriate pastoral or senior staff
IER	Internal Exclusion Room

1. Vision and principles

At Darland High School, every student has the right to learn and every teacher has the right to teach. We are committed to creating a calm, safe, respectful and ambitious environment in which all students can thrive academically, socially and personally.

Excellent behaviour is fundamental to successful learning. Positive behaviour is taught, modelled, noticed and reinforced explicitly and consistently.

Our approach is based on three principles:

- High expectations for all students.
- Consistency from all adults.
- Warmth and firmness in equal measure.

Consistency and professional judgement Consistency does not mean that every incident will receive an identical response. Staff will apply the principles and procedures of this policy consistently while taking account of context, severity, safeguarding considerations and individual needs.

2. Our values

The Darland Values guide how members of our community learn, behave and treat one another in classrooms, corridors, social spaces, online environments and the wider community.

- Courage – making the right choice, contributing, asking for help and persevering when something is difficult.
- Ambition – aiming high, taking pride in learning and striving to improve.
- Resilience – responding positively to challenge, feedback and setbacks.
- Respect – treating people, property and the environment with dignity and consideration.
- Kindness – supporting others, showing empathy and helping to create a positive community.

3. Behaviour expectations

Students are expected to be Ready, Respectful and Safe.

Be Ready	Be Respectful	Be Safe
• Arrive on time to school and lessons. • Bring the correct equipment. • Follow reasonable staff instructions first time. • Begin learning promptly and complete work to the best of their ability.	• Speak politely to others. • Listen when others are speaking. • Respect school property and the environment. • Move calmly and sensibly around the school.	• Act in a way that protects themselves and others. • Follow school and safeguarding procedures. • Use technology responsibly. • Report concerns to a trusted adult appropriately.

4. Classroom routines

Consistent classroom routines support learning, reduce uncertainty and help students to meet expectations.

4.1 Students will

- Arrive promptly and enter calmly.
- Begin the Do Now / starter task immediately.
- Follow the seating plan and classroom routines.
- Listen attentively and participate positively.
- Complete work to a high standard.
- Remain in the learning space unless given permission to leave.
- Pack away and leave only when directed by the teacher.

4.2 Staff will

- Meet and greet students where practicable.
- Establish and explicitly teach clear routines.
- Use positive narration, recognition and praise.

- Apply expectations calmly and consistently.
- Use clear, concise instructions and allow reasonable take-up time.
- Maintain professional, respectful interactions and avoid unnecessary escalation.
- Record and follow up behaviour in accordance with school procedures.

5. Recognition and rewards

Recognition should be deliberate, frequent and meaningful. It should reinforce the Darland Values and celebrate the behaviours that support successful learning and a positive school community.

5.1 Everyday recognition

- Positive Points on Class Charts.
- Verbal praise and positive narration.
- Positive phone calls, emails or postcards home.
- Class Charts Shop Rewards
- Subject or faculty commendations.
- Recognition of improvement, effort and contribution.

5.2 Formal recognition

- Certificates and achievement awards.
- Celebration and achievement assemblies.
- Headteacher or senior leader recognition.
- Leadership and responsibility opportunities.
- Class Charts Shop rewards, Golden Tickets and prize draws where these are in operation.
- Trips, enrichment and other celebratory opportunities where appropriate.

Recognition may celebrate effort, improvement, contribution, attendance, exemplary conduct, academic achievement and the consistent demonstration of the Darland Values.

6. Behaviour response system

Staff will respond to behaviour calmly, consistently and proportionately. The purpose of the response system is to correct behaviour at the earliest possible point while protecting learning and relationships.

Take-up time At each stage, students should normally be given reasonable take-up time to respond to an instruction and correct their behaviour before the next consequence is applied. Staff should avoid unnecessarily rapid escalation where a student is beginning to comply. **This does not apply where behaviour presents an immediate safety concern or is sufficiently serious to require an immediate response.**

Stage	What happens	Purpose	Possible staff language
Reminder (verbal warning)	A calm reminder or redirection to the expected behaviour.	Give the student an immediate opportunity to correct behaviour.	"Our expectation is that everyone is focused on their work. Thank you."
C1	A formal classroom warning, recorded in Class Charts. A seat move, alternative task or brief end-of-lesson conversation may be used.	Make clear that behaviour must now improve.	"This is a C1 warning. You need to return to the expected behaviour now."
C2	A consequence is issued for continued disruption or failure to respond to C1. This will normally include an after-school detention and may include referral within the faculty/pastoral system.	Apply a clear consequence while giving the student a route to reset.	"You have continued after your warning, so this is now a C2. You can reset and continue successfully."
Removal	The student is removed from the lesson where behaviour continues to prevent teaching or learning, is unsafe, involves serious defiance, or the incident is sufficiently serious to require immediate removal.	Protect learning and safety; allow regulation and reflection; enable a successful return.	"You are being removed from this lesson. You will be supported to reset and we will follow this up."

6.1 Removal and return to learning

Students removed from a classroom will complete appropriate work in the Shadow Room or another designated supervised space. Removal is not intended as a stand-alone punishment; it protects learning and creates an opportunity to regulate, reflect and reset.

Where appropriate, a restorative or reintegration conversation should take place following removal and, wherever practicable, before the student next returns to the lesson. The conversation should focus on the behaviour, its impact, the expectation for next time and any support required.

6.2 Escalation to Internal Exclusion

Where a student has been removed from a lesson and placed in the **Shadow Room**, but continues to demonstrate behaviour that is disruptive, unsafe or prevents the effective operation of the room, they may be moved to the **Internal Exclusion Room (IER)**.

The period of Internal Exclusion will be determined by a member of the Senior Leadership Team, Head of Year or Pastoral Manager, taking account of the nature and seriousness of the behaviour and the individual circumstances of the student.

Parents/carers will be informed when a student is placed in Internal Exclusion. During this period, the student will be expected to complete appropriate learning and engage positively with any reflection or reintegration work provided.

Where appropriate, additional support or reasonable adjustments will be considered to help the student successfully return to their normal timetable.

7. Serious behaviour incidents and safeguarding

Some incidents are sufficiently serious to bypass the staged classroom response. These may include:

- Physical aggression or assault.
- Threatening or dangerous behaviour.
- Bullying, including online bullying.
- Discriminatory language or behaviour.
- Sexual harassment, sexual misconduct or harmful sexual behaviour.
- Vaping, smoking or substance-related incidents.
- Possession, use or supply of prohibited items.
- Theft or deliberate damage.
- Serious or persistent refusal to follow reasonable instructions.
- Any behaviour that creates a significant safeguarding or safety concern.

Possible responses may include immediate removal, parental contact, safeguarding action, targeted support, loss of privileges, detention, fixed-term exclusion or permanent exclusion, depending on the circumstances.

Safeguarding takes precedence Some behaviour incidents are also safeguarding concerns. Where this is the case, the school's safeguarding procedures will take precedence and the Designated Safeguarding Person / safeguarding team will be informed. A safeguarding response does not prevent an appropriate behaviour consequence from also being applied.

8. Restorative Practice

8.1. At Darland High School, we believe that students should have the opportunity to learn from mistakes, take responsibility for their actions and repair relationships following incidents of poor behaviour.

8.2. Restorative conversations will usually take place during the student's detention and, wherever possible, between the student and the member of staff who awarded the sanction. This provides an opportunity to address the behaviour, restore the relationship and establish a positive way forward.

8.3. Restorative conversations should be calm, purposeful and focused on:

- What happened?
- Which expectation was not met?
- Who was affected and how?
- What needs to happen to put things right?
- What can be done differently next time?
- How can the student make a successful fresh start?

8.4. Where it is not appropriate or practicable for the member of staff who awarded the sanction to lead the conversation, another appropriate member of staff may facilitate the restorative process.

8.5. Restorative practice complements consequences; it does not replace them. The purpose is to ensure that, once a consequence has been completed, the student is supported to reset expectations, repair relationships and return positively to learning.

9. Mobile phones and electronic devices

Mobile phones and other personal electronic devices must be switched off and away once students are in school. They must not be used during lessons, social times or movement around the school site unless a member of staff has given a specific authorised exception for a defined purpose.

Students who need to contact parents/carers should do so through the school office or another agreed school route. Parents/carers are asked not to contact students directly during the school day where this would require the student to use a personal device.

Smart watches or other devices that permit communication, recording or internet access must not be used in a way that circumvents the school's mobile phone expectations.

Unauthorised use or display of a device will be addressed through the behaviour system and will result in confiscation. Where a device is confiscated, it will be stored securely and returned in accordance with the school's current procedure, which may include collection by a parent/carer following repeated or serious breaches.

The school may introduce or operate arrangements requiring devices to be handed in or securely stored during the school day where this is considered necessary. Any change to the operational arrangement will be communicated clearly to students, staff and parents/carers.

Students bring mobile phones and other personal electronic devices onto the school site at their own risk. The school cannot accept responsibility for loss or damage except where responsibility arises under law.

10. Uniform and equipment

Students are expected to wear the school uniform correctly, carry essential equipment each day and take pride in their appearance. Uniform and equipment checks may be conducted routinely. Where a student is unable to meet an expectation for a legitimate reason, the school will seek to resolve the issue proportionately and sensitively.

11. Attendance and punctuality

Excellent attendance and punctuality support achievement, wellbeing and belonging. Students are expected to attend every day unless there is a legitimate reason for absence, arrive on time to school and lessons, and attend interventions or detentions when required.

Persistent absence or lateness will trigger support, communication with home and appropriate intervention in line with the school's attendance procedures. Decisions will take account of individual circumstances and any relevant statutory duties.

12. Behaviour support, ALN and reasonable adjustments

Darland High School maintains high expectations for all students while recognising that some students require additional support or reasonable adjustments in order to meet those expectations.

Support may include:

- Pastoral mentoring or check-ins.
- Hive intervention or other targeted school-based support.
- Behaviour report or graduated monitoring.
- Individual behaviour plans or pastoral support plans.
- ALN support and reasonable adjustments.
- Counselling or wellbeing support.
- Youth worker or external agency involvement.
- Alternative or additional provision where appropriate.

When responding to behaviour, staff and senior leaders will consider any identified Additional Learning Needs, disability, medical need, safeguarding concern or other relevant individual circumstance, including whether these may have contributed to the behaviour. Reasonable adjustments will be considered where appropriate.

Sanctions will be proportionate and individualised. The existence of an ALN or disability does not remove behavioural expectations, but it may affect the support, communication, prevention strategies, implementation of a consequence or the response required. Where appropriate, the ALNCo and/or safeguarding team will be consulted.

Equity Equity means ensuring that students receive the support and reasonable adjustments they need to access the same high expectations successfully. It does not require identical responses in every circumstance.

13. Staff responsibilities

All staff will:

- Model calm, professional and respectful conduct.
- Teach and reinforce school expectations and routines.
- Build positive relationships while maintaining clear boundaries.
- Use recognition and praise deliberately.
- Apply the behaviour response system consistently and proportionately.
- Give clear instructions and reasonable take-up time.

- Record behaviour accurately and promptly.
- Follow up incidents and complete restorative/reintegration work where appropriate.
- Report safeguarding concerns immediately through the agreed school route.
- Work collaboratively with colleagues, students and families.
- Apply agreed reasonable adjustments and seek advice where needed.

14. Parents and carers

Effective partnership between home and school is essential. Parents and carers are asked to:

- Support the school's behaviour expectations and routines.
- Promote good attendance and punctuality.
- Reinforce respectful behaviour and responsible use of technology.
- Ensure students are appropriately equipped and in correct uniform.
- Engage constructively with communication, meetings and support plans.
- Inform the school of relevant circumstances that may affect behaviour, attendance or wellbeing.

The school will communicate concerns and successes appropriately, listen to relevant information from families and seek to resolve issues fairly and constructively.

15. Monitoring and evaluation

Senior leaders will monitor the implementation and impact of this policy using appropriate evidence, including:

- Behaviour incidents and patterns.
- C1/C2 and removal data.
- Detentions and non-attendance.
- Fixed-term and permanent exclusions.
- Attendance and punctuality.
- Rewards and recognition.
- Student, staff and parent/carers voice.
- Safeguarding information where relevant.
- Faculty, year-group and individual student patterns.

Data will be reviewed for consistency, effectiveness and disproportionality, including patterns affecting students with ALN, vulnerable learners and other relevant groups. Leaders will use this information to identify support needs, evaluate reasonable adjustments, strengthen staff practice and refine systems.

This policy will be reviewed annually, or sooner where there are significant changes to guidance, legislation, school systems or identified need.

16. Our commitment

Darland High School will be a school where classrooms are calm, expectations are clear, relationships are strong, students feel safe, learning is prioritised and everyone is treated with dignity and respect.

We believe every child can succeed when expectations are high, routines are consistent and support is strong.



Appendices

A. Behaviour procedures

A1 Detentions

Detentions are supported by Faculty, Pastoral and Senior Leadership staff and form part of the school's graduated response to behaviour.

- Detentions will be used proportionately and in accordance with current Welsh guidance and school procedures.
- Parents/carers will be informed through the school's agreed communication system, normally Class Charts.
- The school will give appropriate notice of after-school detentions wherever practicable and will take reasonable account of safeguarding, transport and individual circumstances.
- Failure to attend a detention without reasonable justification is itself a failure to follow a reasonable instruction and will result in escalation.
- Repeated non-attendance may lead to increased sanctions, parental meetings, behaviour support and, where appropriate, exclusion.

A2 Persistent defiance and refusal to attend lessons

Repeated refusal to follow reasonable staff instructions, including refusal to attend lessons or directed learning spaces, will result in escalating intervention and sanctions. The school will also consider underlying needs, patterns of avoidance, safeguarding factors and whether additional support or reasonable adjustments are required.

B. Behaviour beyond the school site and participation in events

B1 Behaviour outside school and community conduct

The school will respond to behaviour outside the school site where there is a clear connection to the school community, including where behaviour:

- places a member of the school community at risk;
- negatively affects students or staff;
- undermines the orderly running of the school;
- occurs while travelling to or from school, on a school activity or while representing the school;
- occurs online and has a direct impact on safeguarding, relationships or the school community.

Any response will be reasonable, proportionate and based on the circumstances and evidence available.

B2 Trips, visits and special events

Participation in optional trips, visits, activity days, enrichment opportunities, representation of the school and special events may be subject to clearly communicated expectations regarding behaviour, conduct, safety and readiness to participate.

Decisions will be made reasonably and on an individual basis, taking account of the nature and purpose of the activity, relevant behaviour and safety considerations, current support plans, ALN or disability,

medical needs, attendance context and other factors outside the student's control. Where possible, concerns will be communicated in advance and students will be given a clear opportunity to improve.

C. Screening, searching and confiscation

The school will follow current Welsh Government, Local Authority and safeguarding guidance so that screening, searching and confiscation procedures are lawful, proportionate, safe and appropriately recorded.

Where screening or searching is considered necessary, it will be authorised and conducted in accordance with current procedures, with appropriate regard to dignity, safeguarding, reasonable adjustments and the nature of the suspected risk. Staff must not exceed the powers available to them and should seek senior or safeguarding advice where there is uncertainty.

Items that present a safeguarding or criminal risk will be secured and referred to the safeguarding team and/or police as appropriate. Confiscated items will be stored, returned or disposed of in accordance with current procedures and the nature of the item.

D. Fixed-term and permanent exclusion

Exclusion is a serious sanction and will be used in accordance with current Welsh Government guidance. The Headteacher will determine exclusions and will consider the seriousness and circumstances of the incident, previous interventions, relevant safeguarding information, ALN/disability and reasonable adjustments, the impact on others and the need to protect the school community.

D1 Fixed-term exclusion

A fixed-term exclusion may be considered for a serious incident or for persistent behaviour where other sanctions and interventions have not secured sufficient improvement. Examples may include, but are not limited to:

- Physical assault or serious threat against a student or member of staff.
- Serious bullying, harassment or discriminatory abuse.
- Serious or persistent defiance of reasonable instructions.
- Deliberate significant damage or theft.
- Serious verbal abuse or threatening behaviour.
- Sexual misconduct or harmful sexual behaviour.
- Substance misuse, vaping or possession/supply of prohibited substances or associated paraphernalia.
- Possession or threatened use of an offensive weapon.
- Arson or behaviour creating significant danger.
- Repeated disruption that seriously undermines learning despite previous intervention.

This list is not exhaustive. Any exclusion decision will be based on the individual circumstances and current statutory guidance.

D2 Reintegration following fixed-term exclusion

Following a fixed-term exclusion, the school will normally arrange a reintegration conversation or meeting. This will review the incident but focus primarily on successful return: what the student will do differently, what support or reasonable adjustments may be required, what the school will do, and how parents/carers can support the plan.

Where an incident involved a member of staff or another student, restorative work may be considered where appropriate and safe. A student will not be kept out of school informally because a reintegration meeting has not yet taken place; any further exclusion must be a separate lawful decision based on further behaviour or evidence.

D3 Permanent exclusion

Permanent exclusion is a very serious decision. It will usually be considered only when the school has exhausted appropriate available strategies and allowing the student to remain would seriously harm the education or welfare of the student or others. In exceptional circumstances, a single serious incident may justify permanent exclusion.

Examples of exceptional circumstances may include serious actual or threatened violence, sexual abuse or assault, supply of illegal drugs, use or threatened use of an offensive weapon, or arson creating serious danger. This list is not exhaustive.

Where a student is at risk of permanent exclusion, the school will consider appropriate preventative strategies and alternatives, including a pastoral support plan, multi-agency support, alternative provision or a managed move where suitable and available. Any managed move will be undertaken through the appropriate agreed process and not used as an informal exclusion.

For the purposes of this policy, an offensive weapon includes an item designed to cause injury, an item adapted to cause injury, or an item carried with the intention of causing injury. Police will be involved where there is evidence of criminal activity or where safeguarding advice indicates this is necessary.

E. Behaviour support and monitoring (stages of report)

Darland High School uses a graduated approach to behaviour support. Students may move through stages where concerns persist despite previous intervention. At each stage, expectations will be clear, progress will be monitored, parents/carers will be informed and targeted support will be considered.

Stage	Lead	Typical duration	Focus	Parent/carer involvement	Review / next step
Stage 1	Tutor / class teacher	Usually 1–2 weeks	A small number of clear, achievable targets; early intervention and recognition of success.	Informed; communication as appropriate.	Return to normal monitoring if successful; escalate if concerns persist.

Stage	Lead	Typical duration	Focus	Parent/carer involvement	Review / next step
Stage 2	Head of Year / Pastoral Manager	Usually 2 weeks	More focused targets; pastoral check-ins; identification of patterns and barriers.	Direct contact and involvement in targets.	Step down, continue, or escalate based on evidence.
Stage 3	Senior Leader	Usually 2–4 weeks	Intensive monitoring; coordinated support; review of sanctions, interventions and reasonable adjustments.	Meeting normally arranged.	Consider PSP / individual plan, external support or alternative provision where appropriate.
Stage 4	Senior Leader / Pastoral Support Plan	Time-limited and reviewed regularly	Individualised plan with clear outcomes, support, reasonable adjustments, home-school actions and review points.	Active partnership and formal review.	Step down where successful; consider further intervention, alternative provision, managed move or exclusion only where appropriate and lawful.

Movement between stages will be based on professional judgement and need rather than an automatic tariff. Students may enter a higher stage immediately where concerns are serious. Reasonable adjustments will be made where appropriate, and successful improvement should be recognised explicitly.

F. Related guidance and policies

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Attendance Policy, Online Safety Policy, ALN arrangements, Staff Code of Conduct and relevant operational procedures.

The school will have regard to current Welsh Government guidance on school behaviour, exclusion, safeguarding, managed moves, anti-bullying and related matters. Where statutory or national guidance changes, current requirements will take precedence over wording in this policy until the next formal review.