

DEAN TRUST Rose Bridge

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**BEHAVIOUR POLICY DEAN
TRUST Rose Bridge 2023-2024
(DRAFT)**

1. Introduction
2. Principles and Purpose
 - 2.1 Our Objectives
3. Leadership and Management
 - 3.1 Governors and Trustees
 - 3.2 The Headteacher
 - 3.3 Designated Staff and Leaders
 - 3.4 The role of the Pastoral Team
 - 3.5 The role of Pupils
 - 3.6 Behaviour Procedures
- 4 The Dean Trust Way: School Systems and Social Norms
 - 4.1 School Routines
 - 4.2 Defining Good Behaviour
 - 4.3 Acknowledging Good Behaviour
 - 4.4 Correcting Poor Behaviour
 - 4.5 Standards and Expectations
 - 4.6 Anti-Bullying
 - 4.7 Graduated approach to behaviour
 - 4.8 Detentions
 - 4.9 Buddy System
 - 4.10 Internal Suspension
 - 4.11 Fixed Term Suspensions
 - 4.12 Off site direction
 - 4.13 Alternative provision
 - 4.14 Governor panels
 - 4.15 Permanent Exclusion
 - 4.17 Use of Reasonable Force
 - 4.18 Prohibited Items
 - 4.19 Community work
 - 4.20 Mobile phone and electronic devices
 - 4.21 Malicious Allegations Against Staff
- 5 Pupil Support
 - 5.1 Role of the Pastoral Team
 - 5.2 Teaching Assistants
 - 5.3 Behaviour Expectations for Pupils with Special Educational Needs and/or Disabilities
- 6 Professional Development and Staff Training
 - 6.1 Staff Induction
 - 6.2 Development and Support
- 7 Pupil Transition
 - 7.1 Ready to information
- 8 Child-on-Child Abuse
- 9 Review and interrelationship with other policies and statutory guidance

1. Introduction

The Dean Trust has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour when it arises. As a school, we believe in certainty of sanction rather than necessarily severity of sanction and that descriptive verbal praise is a powerful way of developing happy and purposeful schools.

The Dean Trust approach is rooted in its core values 'Believe, Succeed, Achieve' and its commitment to providing pupils with a comprehensive education that encompasses both academic excellence and social development. Pupils are encouraged to cultivate self-discipline and make responsible choices, equipping them with the necessary skills and knowledge to succeed both inside and outside the classroom.

Maintaining consistently high expectations for behaviour and conduct is a key aspect of the school's ethos. Through effective practices and routines, Dean Trust Rose Bridge creates a calm and focused learning environment that supports pupil growth. Additionally, a clear framework of learning habits is in place to guide pupils in developing positive behaviour habits.

Leadership within the Trust collaborates closely to ensure a shared understanding of the reasonableness and proportionality of disciplinary measures. This collaborative approach ensures that sanctions are fair and appropriate across all schools within the Trust, promoting consistency and fairness.

We focus on developing and promoting positive attitudes and behaviours through quality first teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combined lead to a positive school culture, a great climate for learning and true inclusion. Our expected standards of behaviour are clearly communicated to pupils, staff and parents; this is the 'Dean Trust Way'.

2. Principles and Purpose

The primary purpose of the Behaviour and Attitudes Policy is to be very explicit in how we operate as a Trust/school and it is everyone's collective and equal responsibility to foster the behaviour culture we desire for the Trust/school and which pupils deserve. All staff are expected to take collective and deliberate action to know and live out 'the Dean Trust way'.

The Trust/School will empower all pupils develop excellent learning habits they will need to be successful in school that enables pupils to develop socially, emotionally, and academically and thrive as a citizen of the world

2.1 Our objectives include:

- Fostering a positive school culture based on the code of conduct, Ready, Respectful, Responsible
- Explicitly teaching good behaviour and over communicating expectations for pupil conduct and behaviour.
- Implementing consistent and fair systems for managing behaviour

- Embedding routines that support a positive behaviour culture, reduces cognitive load and support the facilitation of creating social norms that cultivate a positive behaviour culture
- Provide appropriate support and interventions for pupils with special educational needs and/or disabilities
- Preventing and addressing incidents of bullying, abuse, and discrimination.
- Promoting professional development and training opportunities for staff to effectively manage behaviour
- Ensuring smooth transitions for pupils entering or re-entering the school
- Establishing clear guidelines on prohibited items

The policy sets out measures, which, in accordance with the 2010 Equalities Act and Section 89 of the Education and Inspections Act 2006, and relevant statutory guidance.

3. Leadership and Management

In order to create a positive school culture, time is dedicated to nurturing a culture of high expectations and positivity. This commitment is essential in maintaining good order and discipline, enabling our pupils to reach their full potential. While we strive to create an environment where pupils make the right choices, we acknowledge that mistakes can happen. In such instances, we are prepared to respond in a fair and proportionate manner.

3.1 Governors/Trustees

The Governing Body is responsible for ensuring that the behaviour policy is effectively pursued at the school and the principles stated above are reviewed annually. It will ensure that the policy is communicated clearly to the staff, pupils, parents and carers.

The Governing Body will support the school in maintaining high standards of behaviour and ensure that the behaviour policy has reasonable expectations and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010 and the Race Relations Act 2000.

3.2 The Headteacher

The Headteacher will ensure that effective measures are taken to support the principles laid out by the Governing Body, and will determine an acceptable standard of behaviour of all pupils. The Senior Team and staff are responsible for the implementation and application of the policy and procedures, the provision of support for vulnerable pupils, and support for staff when faced with challenging behaviour. The Headteacher will also ensure that when dealing with behaviour issues, staff must always be mindful that behaviour issues presented by a pupil could be as a result of a safeguarding concern. In such cases, consideration would be given when deciding on an outcome or sanction for the behaviour displayed

3.3 Designated Staff and Leaders

Staff, including teachers, support staff, and volunteers, must adhere to the school's policy and procedures in a fair and consistent manner, without discrimination. Staff are responsible for creating a positive learning environment that fosters self-discipline and personal responsibility

Staff should model the expected pupil behaviour and make reference to the code of conduct, shared language and behaviour scripts provided by the school.

Mutual support among colleagues is important to maintain consistency and high standards throughout the school. Staff will participate in a comprehensive and augmented CPD program that will improve their practice in relation to behaviour leadership.

Staff are encouraged to seek support from their Head of Faculty, Head of year or with more complex pupils SLT when facing challenges with implementing the Behaviour Policy.

3.4 The role of the Pastoral Team

Our dedicated pastoral team plays a vital role in providing support and guidance to pupils. They work closely with pupils, parents, and staff to address behaviour concerns, implement support plans, and facilitate the well-being of pupils. The pastoral team collaborates with other professionals and agencies to ensure that

pupils with special educational needs and/or disabilities receive appropriate support in meeting behaviour expectations

3.5 The role of Pupils

Each pupil has a personal responsibility to adhere to the DTRB Standards and Expectations, when arriving at school. They are expected to:

- Be in full uniform wearing the DTA blazer and tie
- Have their fully equipped school bag
- Remove chewing gum and dispose of it in the bin
- Consume any externally purchased hot food and drink before entering school premises
- Arrive to school by 8.40am at the latest
- Hand over mobile phones or smart equipment such as a smart watch as these are banned on site during the school day. This means that they must not be seen or heard on the school site during the school day including before-school and after-school activities.

All pupils must follow the Relentless Routines for entering and leaving classrooms:

- Pupils enter the classroom as they are greeted by the teacher, this is in line with the Ready to Learn and Ready to Leave Routines.
- All pupils must sit according to the class seating plan immediately and put their equipment and planners on their desk and their bag under their desk and coats on the back of their chair
- All pupils must complete the 'Entry Task' activity as soon as they are Ready to Learn, while the teacher takes the register.
- If the class teacher is arriving at the lesson from a different part of the school site, pupils must line up quietly outside the classroom until the teacher arrives
- All pupils conform to the 'Ready to work' routines.
- At the end of the lessons, pupils should stand behind their chairs in silence and wait to be dismissed by the member of staff following the 'Ready to Leave' routine.

School expectations:

- Follow instructions from any staff member first time, without comment or conflict
- Move to lessons directly and promptly on the sound of the bell or when the five-minute warning message is sounded at the end of break and lunch.
- Never run on the corridors
- Be respectful to others in school
- Never assault another pupil, always seek the support of staff to avoid conflict
- Follow the one-way system and keep left
- Keep quiet on corridors, being mindful not to shout or disrupt the learning of others
- Keep the school and the outdoor area clean and tidy, and not to leave rubbish behind for others to tidy up.
- When traveling to and from school uphold the school values and do not bring the school into disrepute

3.6 Behaviour Procedures

The school's procedures arising from the policy are intended to foster a culture of self-discipline and personal responsibility for behaviour. We know that pupils make mistakes and recognise that this is part of growing up. We understand that pupils can witness or be lured into anti-social behaviour outside school. We have procedures in place which regulate the conduct of pupils

We believe that a strong partnership forged between parents and teachers can overcome most behavioural problems, and that standards of behaviour in school are exactly those that are expected from parents and carers in their homes. We expect decisions in school to receive full parental support.

As part of the schools' inductions process all pupils, parents and carers will be required to sign and adhere to our home school agreement [Home School Agreement - Dean Trust Rose Bridge](#)

4. The Dean Trust Way: School Systems and Social Norms

THE DEAN TRUST WAY

STANDARDS AND EXPECTATIONS

Attendance
Pupils should be present at all times. Absence without a valid reason will result in a 15 minute detention with your HOY at the end of the day.

Behaviour
Pupils should be respectful and courteous at all times. Disrespectful behaviour will result in a 15 minute detention with your HOY at the end of the day.

Academic
Pupils should be diligent and focused in all lessons. They should be prepared to participate in all activities and take responsibility for their own learning.

Personal
Pupils should be well-presented and follow the school's uniform policy. They should be respectful and courteous to all staff and pupils.

OUR VALUES

We will ensure that our school community is:

- Diverse and inclusive
- Compassionate
- Ambitious
- Aspirational

To achieve this we expect our people and pupils to display:

- Honesty
- Respect
- Tenacity
- Commitment
- Discipline
- Courage
- Resilience

FIRE EVACUATION

PRIORITY ACTIONS
UPON DISCOVERING A FIRE SOUND THE FIRE ALARM

CONTACT RECEPTION TO CALL THE FIRE AND RESCUE SERVICE

UPON HEARING THE FIRE ALARM EVACUATE THE BUILDING BY THE QUICKEST AND SAFEST ROUTE

PROCEED TO THE SAFETY ZONE AT THE REAR OF SCHOOL

Assemble with your form teacher on the Rear Yard

Visitors to assemble at the Visitors sign and register with Reception staff

INCLUSION

Proceed to Assembly Point at front of Premises

EMERGENCY LOCKDOWN

This procedure will only be activated in extreme circumstances e.g. dangerous intruders on site.

Signal for LOCKDOWN:
3 x 5 short bells and then silence

Signal for end of LOCKDOWN: 5 long bells

Close all windows and doors

Lock up

Out of sight and minimise movement

Stay silent and avoid drawing attention

Endure - be aware you maybe in lockdown for sometime

DAILY FORM TIME STANDARDS CHECK

At each picture appears you must hold up the item. If you do not have a piece of equipment you will be 'warned' on the tracker and receive a 15 minute detention with your HOY at the end of the day.

Pencil case

2 black pens

Green pen

Red pen

100% folder

100% Reading book

ATTENDANCE STAGES

OUTSTANDING ATTENDANCE = OUTSTANDING PROGRESS

100%	Outstanding	Well done! Excellent commitment!
99-94%	Compliant	A good effort, but 6% absence can equate to up to 9 days of missed learning.
Less than 94%	Reluctant	Attendance at this rate will result in less progress and attainment because of so much missed learning. At this stage school will step in to support.

PUPIL LEADERSHIP

Pupil Executive Team

Head Boy and Girl

Pupils

Pupil Parliament

CERTAINTY SYSTEM

Stage 1 Behaviour	Stage 2 Behaviour	Stage 3 Behaviour
<p>C1 - Choice:</p> <p>1st warning - think about the choice you're making</p> <p>C2 - Chance:</p> <p>2nd warning - an opportunity to change the behaviour</p> <p>C3 - Consequence:</p> <p>Classroom Consequences: • 15 minute teacher detention • Next sent home</p> <p>Classroom Consequences: • 20 minute class teacher detention • MCA's/call home</p> <p>Classroom Consequences: • 25 minute HOD detention • HOD call/meeting</p>	<p>Refusing isolation</p> <p>Not attending meeting</p> <p>Going to incorrect buddy location</p>	<p>Repeated Stage 1 or 2</p> <p>Not attending Stage 2 meeting</p> <p>Serious incident</p> <p>HOD sanction</p>

FORM ACTIVITIES

Year group	Monday	Tuesday	Wednesday	Thursday	Friday
7	Nameness	Reading & Library	Reading & Library	Reading & Library	PfC Assembly
8	Nameness	Reading & Library	Reading & Library	PfC Assembly	Reading & Library
9	Nameness	Reading & Library	PfC Assembly	Reading & Library	Reading & Library
10	Nameness	PfC Assembly	PfC activity	Reading & Library	Reading & Library
11	PfC Assembly	Intervention	Intervention	Intervention	Intervention

CHURCHILL

4.1 School Routines

Establishing consistent and structured school routines is essential for creating a positive and orderly learning environment. Routines are an essential part of 'The Dean Trust Way', we employ them to:

- Communicate the high expectations we have for the learning, behaviour and attitudes of all pupils.
- Create the conditions to allow all pupils to thrive.
- Habituate the habits for success.
- Create predictable and structured environments, leading to better behaviour.
- Maximise the time used for learning.

At DTRB we do not just tell pupils what to do, we actively teach the routines

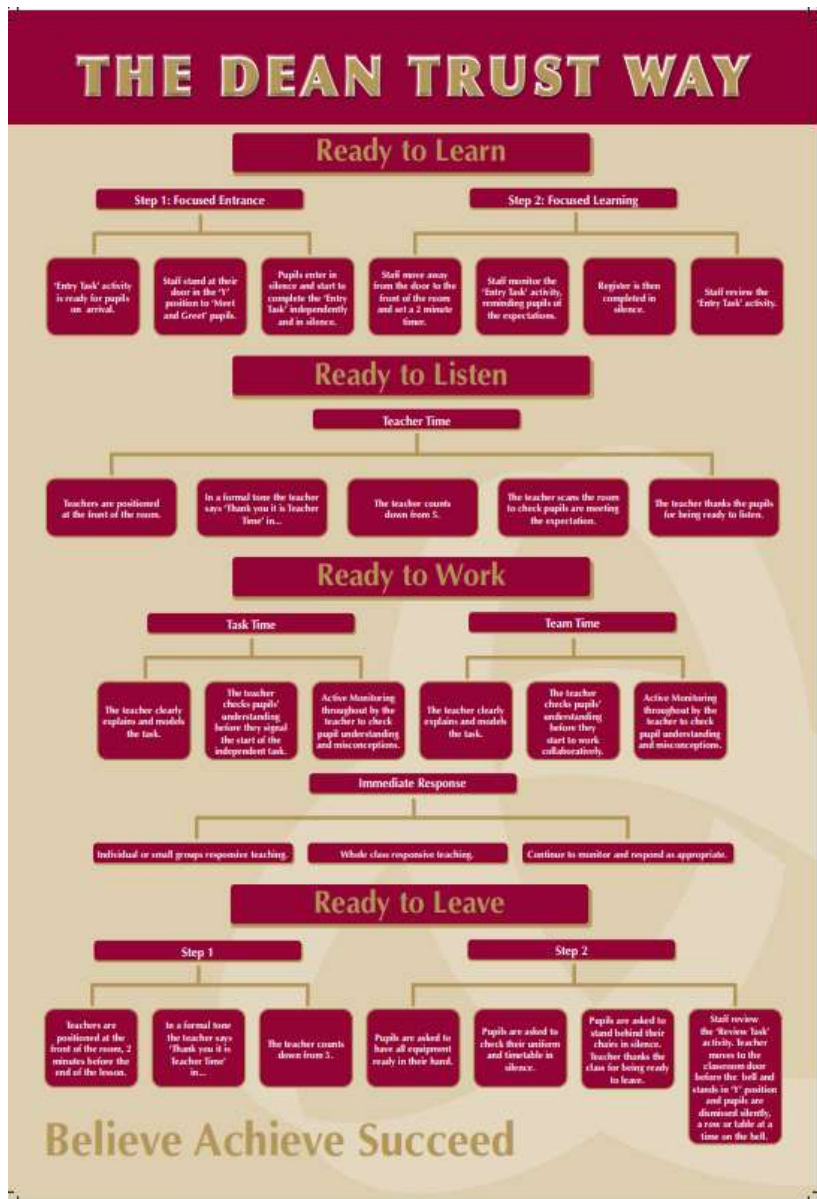
1. **Design:** we will decide exactly how the routine should look like. This will involve scripting the routines, the creation of instructional videos and staff practising the routines.
2. **Describe:** we communicate to pupils the importance of routines and we explicitly communicate in detail the behavioural expectations for each routine.
3. **Demonstrate:** we model the routines to pupils to show them what the routines should look like.
4. **Demand:** we insist on pupils practising the routines until they are executed perfectly and we remind them constantly through positive or corrective interventions.
5. **Disengage:** We constantly repeat the process until it is habitual.

4.2 Defining Good Behaviour

Good behaviour at Dean Trust Rose Bridge is far more than the absence of poor behaviour. It is the habituation of 'The Dean Trust Way'. At Dean Trust Rose Bridge, we believe in explicitly teaching and reinforcing positive behaviour.

Excellent Behaviour	Poor Behaviour
<p>The pupil has habituated the 'Dean Trust Way' and follows all routines and expectations.</p> <p>The pupils' habits give them the best chance of scaling their personal mountain and thriving as a citizen of the world</p>	<p>The pupil has habituated bad habits and regularly fails to follow routines and expectations.</p> <p>The pupils' habits are preventing them from scaling their personal mountain and thriving as a citizen of the world</p>

Being 'Ready To' form part of our core behavioural expectations at The Dean Trust and underpin our Standards and Expectations. These principles guide pupils in their actions and attitudes to create a positive and safe learning environment.



If pupils successfully adopt our practices and habituate 'The Dean Trust Way' the following behaviours would be visible:

Dean Trust Value	Excellent Behaviour (Closely aligned with the desired culture)	Poor Behaviour (Misaligned with the desired culture)
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<p style="text-align: center;">Being RESPECTFUL</p> <ul style="list-style-type: none"> ● to themselves ● to others ● of the environment 	<p>The pupil habitually:</p> <ul style="list-style-type: none"> ● treats other with respect ● interacts positively with others, using good manners, and appropriate language and tone ● listens to the views of others and accepts their right to an opinion ● follows all school routines, including moving around the school in a safe and calm manner ● follows all instructions first time, every time ● looks after the school site, displays and equipment. 	<p>The pupil frequently:</p> <ul style="list-style-type: none"> ● treats others with a lack of respect. ● interacts negatively with others, often showing poor manners and inappropriate language and tone. ● fails to listen to the views of others and/or denies their right to an opinion. ● fails to follow school routines, including when moving around the school site. ● fails to follow all instructions at the first time of asking. ● fails to look after the school site, displays and equipment.
<p>Being Committed:</p> <ul style="list-style-type: none"> ● to learn ● to embrace opportunity ● to be the best you can be 	<p>The pupil habitually:</p> <ul style="list-style-type: none"> ● does the simple things right ● arrives at school and lessons on time. ● follows expectations for uniform and appearance ● brings the correct equipment for learning. ● follows all school routines and completes all work to the best of their ability. ● participates fully in all aspects of school life. ● embraces opportunity. 	<p>The pupil frequently:</p> <ul style="list-style-type: none"> ● does not do the simple things right ● arrives to school or lessons late ● fails to follow expectations regarding uniform and appearance ● does not have the correct equipment for learning ● fails to follow all school routines and does not always complete all work. ● does not participate fully in all aspects of school life ● does not embrace opportunity
<p>Being Disciplined:</p> <ul style="list-style-type: none"> ● for your behaviour ● for your learning ● for your appearance 	<p>The pupil habitually:</p> <ul style="list-style-type: none"> ● accepts responsibility for their behaviour, including what they say and do ● does the right thing, even when it isn't the easiest thing ● refrains from physical contact ● behaves in a safe manner, including to and from school and when online ● reports any concerns or problems to an adult within school 	<p>The pupil frequently:</p> <ul style="list-style-type: none"> ● does not accept responsibility for their behaviour, including what they say and do ● does not do the right thing, especially when it is the easiest thing ● touches other pupils ● behaves in a way that is unsafe, including on the way to and from school and when online ● does not report concerns or problems to an adult in school

Rewards and Sanctions

Consequences- both sanctions and rewards- play an important role in building and maintaining a positive culture. Most people need reminding those actions have consequences and the use of extrinsic consequences helps to remind pupils of our social norms. Consequences are feedback to pupils on their behaviour. Consequences remind pupils that their behaviour *matters* because *they* matter

4.3 Acknowledging Good Behaviour

Rewards can be a very useful motivator and should be a part of every teacher's toolkit - used properly rewards can help to encourage better habits.

At DTRB we recognise and celebrate when individuals live out our values and contribute to a culture of kindness.

HOW: At DTRB we use the following factors to ensure rewards are used effectively:

1. **Praise in public:** When you reward a pupil for doing something, you do so in a community and what is rewarded gets noticed.
2. **Specificity:** Pupils are more motivated by rewards as incentives when they are capable of understanding that reward is connected to the behaviour.
3. **Motivating:** Providing pupils with rewards (extrinsic motivation) to help them experience success and build up intrinsic motivation over time.
4. **Authentic:** To be effective, praise must be sincere, deserved and proportionate
5. **Avoiding common pitfalls:** overuse of rewards can condition pupils to expect rewards for doing what should be expected; pupils can become desensitised to rewards and stop valuing them; ineffective use of rewards can normalise mediocrity.
6. **Shared Language:** Every behaviour intervention, positive or corrective, should be punctuated with the Dean Trust Values of Honesty, Respect, Tenacity, Commitment, Discipline, Courage and Resilience.

Reward & Recognition Practices at DTRB:

Practice	Details
Praise	<ul style="list-style-type: none"> • Provide pupils with praise in public that is: sincere, proportionate and related to the Dean Trust Values.
Positive points	<ul style="list-style-type: none"> • Praise might be accompanied with a positive point when teachers observe 'excellent behaviour'. • The awarding of positive points is awarded for certain events e.g., 100% attendance in a week, attendance at enrichment etc. • Positive points should be recorded on Bromcom and parents will receive a notification on MCAS.
Star of the Lesson	<ul style="list-style-type: none"> • Teachers can award 'star of the lesson' to a pupil who has demonstrated excellent behaviour. • Star of the lesson is scripted and built into the 'ready to leave' routine. • The pupil receives 5 positive points when it is recorded on Bromcom.
A random act of kindness	<ul style="list-style-type: none"> • Staff can reward pupils when they observe them contributing to DTRB's culture of kindness. • Pupils are rewarded these on an adhoc basis. • The pupil receives 5 positive points when it is recorded on Bromcom.
Dean Trust Values	<ul style="list-style-type: none"> • Staff can reward pupils when they observe them upholding the Dean Trust Values. • The pupil receives 3 positive points when it is recorded on Bromcom. • This will also be celebrated in assemblies.
Competitions	<ul style="list-style-type: none"> • Pupils' positive achievement points will support the half termly House Competitions and this will be celebrated weekly in assemblies and in the newsletter.
Subject Badges	<ul style="list-style-type: none"> • Pupils that excel in subject areas will receive a subject badge in end of term celebration assemblies.
Outstanding attendance and behaviour	<ul style="list-style-type: none"> • Pupils that demonstrate excellent attendance and behaviour will be recognised in the half term celebration assemblies and rewarded accordingly.
Pupil Leadership	<ul style="list-style-type: none"> • Pupils that demonstrate the Dean Trust Values consistently will have the opportunity to apply for the prestigious Prefect, Head Boy and Girl positions in school.
The Reward Shop	<ul style="list-style-type: none"> • The sum of a pupil's points (positive – negative) can be used as a currency to use at the reward shop.

Half Termly Reward Events	<ul style="list-style-type: none"> • Whole school rewards will take place at the end of each half term to recognise the efforts of the school community. • All pupils will be afforded the opportunity to attend. However, pupils will lose this privilege if they repeatedly fail to meet the school's behavioural and attendance expectations.
Annual Celebration Evening	<ul style="list-style-type: none"> • This prestigious event celebrates the achievements of pupils throughout the year.

4.4 Correcting Poor Behaviour

When correcting a behaviour staff must utilise the strategies from the behaviour toolkit, counter intuitive responses, diverters and diffusers and 'take up time' as outlined in the staff playbook. Staff must make reference to the Standards and Expectations and 'Ready To' routines.

At Dean Trust Rose Bridge, we recognise the importance of providing a personalised approach to supporting pupils with additional needs within behaviour policy. The school aims to create an inclusive and supportive environment that caters to the diverse needs of all pupils. In some cases, reasonable adjustments will be made for pupils with SEND and SEMH that aligns with the school's approach to true inclusion

Choice, Chance, Consequence, and Remove

When dealing with unacceptable behaviour, staff should remain calm and assertive, avoiding confrontation or shouting and use the 'Chance, Choice, Consequence' framework as a way of correcting pupil behaviour. Staff have three options when issuing a consequence.

- Option 1: Faculty Sanction e.g., class or Head of Faculty detention
- Option 2: On Call support with mediation; the pupil goes back in to class
- Option 2: On Call remove; the pupils is taken to the buddy room will attend a detention at the end of the day,

We believe in providing pupils with opportunities to make choices and understand the consequences of their actions. The chance-choice-consequence framework helps pupils develop responsible decision-making skills and take ownership of their behaviour. In certain cases, when behaviour significantly disrupts the learning environment, the school may implement temporary removal strategies in accordance with our policy.

Any pupil caught truanting from a lesson internally or externally will face a sanction.

4.5 Standards and Expectations:

The school's Standards and Expectations is the foundation of the behaviour system which is visible across the school. Staff use Standards and Expectations to remind pupils of their responsibility towards contributing to a positive school ethos and ensuring good behaviour.

As a school we expect pupils to adhere to the following standards:

You are respectful:

- to yourself
- to others
- of your environment

You are committed:

- to learn
- to embrace opportunity
- to be the best you can be

You are disciplined:

- for your behaviour
- for your learning
- for your appearance

4.6 Anti-Bullying (in conjunction with school's anti bullying policy)

At Dean Trust Rose Bridge, every pupil has the right to learn, and feel safe in school. The school will take a strong stance and has zero tolerance for all forms of bullying, including name-calling and prejudicial behaviour. The schools anti-bullying measures align with the Equality Act 2010. DTRB has designated Anti-Bullying Ambassadors that work alongside the Princess Diana Trust to raise the profile of the importance of healthy relationships and anti-bullying.

The Definition of Bullying

The repetitive, intentional hurting of one person or group of people by another person or group of people, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'

Examples of Bullying:

Physical – hitting, pinching, biting, pushing, shoving, taking, intentionally tripping up someone or damaging belongings and stealing money.

Cyber-bullying - sending abusive text messages or emails to someone or a group, posting abusive messages, spreading rumours or making threats on social network sites, posting pictures or information about someone on the internet to promote hatred and isolation and to humiliate and hurt.

Verbal: Name-calling, insults, racist or sexist remarks, mocking, teasing, intimidation, threats, or demands for money.

Indirect: Spreading rumours, offensive graffiti, isolating or excluding someone, making them feel uncomfortable or unwanted.

Sexual harassment and abuse: Unwanted sexual behaviour that violates a person's dignity, making them feel intimidated, degraded, or humiliated.

Pupils can report bullying to any member of staff or the anti-bullying ambassadors if they prefer. Bystanders who collude with bullying will also face serious consequences. Staff will keep a record of any bullying that occurs. Incidents of Bullying are also screened by the safeguarding team.

We are committed to maintaining a safe and inclusive environment, free from bullying, harassment, and discrimination.

DTRB Graduated approach to behaviour

4.7 At Dean Trust Rose Bridge we work on a graduated approach to behaviour, support, SEND and Inclusion. Support starting off initially with behaviour management and strategies from classroom teachers. We work on a system of behaviour stages to provide support. Pupils will be clear of the behaviour and standards that are expected of them and the possible consequences if these standards are not upheld. School work with a wide range of external partners to remove barriers for pupils as well as teaching and role modelling what good behaviour looks like.

4.8 Detentions

Parental consent is not required for detentions issued until 3.40pm.

Parents/carers will be notified 24 hours before the detention if the detention exceeds 30 minutes. However, we like to deal with matters promptly therefore the school will attempt to arrange with parents/carers for the detention to be held on the same day if longer than 30 minutes.

Staff will consider whether the detention is reasonable on the grounds that it does not compromise the safety of the pupil or any caring responsibilities s/he may have outside school, or whether suitable travel arrangements can be made (not whether it is inconvenient for the parent/carer).

4.9 Buddy System

In cases of serious disruption, pupils may be withdrawn from a lesson and placed with a department 'buddy' or in the Intex room. This will give the pupil the opportunity to regulate their behaviour.

The withdrawal varies based on discussion with a senior leadership team member. Once the pupil is ready to learn they will be allowed back into mainstream lessons.

Withdrawal from lessons may occur for investigative purposes, preventive measures, or health and safety reasons. If this is the case it will not be recorded as a sanction.

If a sanction is necessary, it will be issued by the relevant staff member in consultation with their line manager and parents will be informed via MCAS or a phone call. For more serious behaviours parents/carers will be required to attend a meeting in school.

Pupils may be withdrawn from lessons for a set period due to non-compliance with uniform and appearance protocols. Repeated failures may lead to further sanctions

4.10 Internal Suspension

Internal Suspension is a serious alternative to a suspension from school. It involves removing a pupil from the school community until 4pm for a set period of time. During Internal Suspension, pupils will follow their usual curriculum. The decision to use Internal Suspension is made reasonably and proportionately, ensuring it is not prolonged unnecessarily. Failure to cooperate during Internal Suspension may lead to an extended period or a Fixed Term Suspension.

Pupils in Internal Suspension are supervised, provided with a packed lunch, and allowed breaks for restroom visits. They are treated with respect and dignity. Restorative work and follow-up support are implemented to prevent recurrence.

Specific behaviours carry predetermined consequences based on severity, which may result in Internal Suspension. The school reserves the right to modify these sanctions on a case-by-case basis, considering individual circumstances and severity.

4.11 Fixed Term Suspensions

Suspending a pupil from school, temporarily or permanently, is a serious decision that is not taken lightly. Alternatives are considered before resorting to exclusion.

Pupils who blatantly violate the school's Standards and Expectations or who pose a danger to others or themselves, may be temporarily suspended if Internal Suspension is insufficient. This applies to incidents such as:

- persistent disruptive behaviour
- refusal to cooperate
- dangerous behaviour
- verbal abuse or threats towards staff
- assault on a pupil, intentional damage to school property
- aggressive behaviour in the community
- failure to complete Internal Suspension
- bringing prohibited items to school

These examples are not exhaustive

Repeated serious behaviour will lead to a governors' disciplinary panel meeting to consider the pupil's future at the school.

4.12 Off Site Direction:

As part of the schools graduated response to behaviour a pupil may be directed to attend a Respite placement at another local or partner Trust school. This is typically to allow the pupil to reflect and adjust their behaviour with the view to returning back to school. If this breaks down the pupil may be at risk of further sanctions.

4.13 Alternative Provision:

In some cases, the school may choose to place a pupil on alternative provision if that is a viable option.

4.14 Governor panel meetings

When a pupil's behaviour is a significant cause for concern and showing no signs of improvement it may be necessary to conduct a governor panel. This will often be a last chance attempt to avoid a permanent exclusion.

4.15 Permanent Exclusion

Permanent exclusion may occur in a one-off serious incident, or in the case of persistent disruptive behaviour where the school feels unable to provide further support or when allowing a pupil to remain would seriously harm their own or others' education or welfare, regardless of their previous behaviour record.

4.16 Use of Reasonable Force

In exceptional circumstances, when necessary to protect pupils or staff from harm, the use of reasonable force may be employed. We adhere to legal requirements and guidelines to ensure that any use of force is proportionate and in line with our duty of care. School follows the DfE Use of Reasonable Force in Schools July 2013 guidance [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244242/Use_of_Reasonable_Force_in_Schools_July_2013_guidance.pdf)

4.18 Prohibited Items

To maintain a safe and secure learning environment, certain items are strictly prohibited. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for (see Standards and Expectations).

Pupils suspected of bringing in any item in the 'prohibited' items list may be searched without consent, including their belongings, by the Headteacher or other staff who are authorised to do so. This is in line with DfE guidance, Searching, Screening and Confiscation Advice for schools July 2022. [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/104422/Searching_Screening_and_Confiscation_Advice_for_schools_July_2022.pdf)

- weapons and knives
- alcohol
- illegal drugs
- drug-related paraphernalia
- stolen items
- tobacco, cigarette papers and e-cigarettes
- fire lighting equipment
- fireworks or explosives of any kind
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- any item listed under 'banned items' in the school rules and which specify they may be searched for.

Other banned items at DTRB:

- any form of liquid-based correction fluid. Note: pupils may use correction tape and correction tape devices

- laser pens or LED torches chewing gum
- cans, energy drinks or fizzy drinks
- confectionery (crisps and chocolate bar only as part of lunch pack)
- any aerosol (other than essential medication) Note: pupils should use non- aerosol deodorant
- metal pronged combs
- cameras and mobile or other electronic devices: the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings, of pupils or staff or malicious communications. These items can be searched for without consent. (Education and Inspections Act 2006)

Authorised staff who can conduct a search for school banned items with consent from pupils may ask pupils if they can hand over their bag or outer clothing, or to turn out their pockets or empty their own bags.

4.19 Community Work

Pupils who vandalise or damage school property will face sanctions, including assigned tasks such as picking up litter, cleaning tables in the dining hall, tidying classrooms, or removing graffiti. In certain cases, parents may be asked to cover the costs of the damage caused.

4.20 Mobile Phones and Electronic Devices

At Dean Trust Rose Bridge mobile phones are banned from the school site. 'Banned' means that they must not be seen or heard between entering and leaving the school site. Research shows that the impact on learning by banning phones from school premises adds up to the equivalent of an extra week's learning over an academic year. This is according to research by Louis-Phillipe Beland and Richard Murphy, published by the Centre for Economics Performance at the London School of Economics.

Pupils have the option to hand their mobile phone in on arrival to school should parents/carers wish their child to have it for safety whilst travelling to and from school.

If a pupil is found with a mobile phone in school it will be confiscated by school safe and returned only to the parent/carers. If a parent/carers is unable to collect the device due to work commitments, in this instance school will store the device until the parent or carer can attend. However, DTRB accepts no responsibility for loss or damage to banned items.

4.21 Malicious Allegations Against Staff

Malicious accusations against members of staff are taken very seriously. Where pupils are found to have made malicious accusations against a member of staff which, following investigation are proved to be unfounded, the school may suspend the pupils concerned. Depending on the severity of the accusation and the level of distress caused to the member of staff, this exclusion may be permanent.

5. Pupil Support

5.1 Role of the Pastoral Team

The Pastoral Team supports pupils in a wide variety of ways.

The is made up of:

- Pupil Support Mangers
- Mental Health Lead
- On site school counsellor
- School Nurse
- Pupil Services Team
- Attendance Team
- Inclusion Team
- Believe FC

The Pastoral Team also work alongside a range of external agencies to support pupils.

5.2 Teaching Assistants

Teaching Assistants support the learning of pupils as well as ensuring all pupils adhere to standards and expectations and uphold the Dean Trust Values.

5.3 Behaviour Expectations for Pupils with Special Educational Needs and/or Disabilities

Pupils with SEND are supported via a robust graduated response to need. Pupils with SEND are expected to follow the schools Standards and Expectations and adhere to The Dean Trust Way.

6. Professional Development and Staff Training

6.1 Staff Induction

All new staff to the school complete a robust induction which includes behaviour management and systems including statutory safeguarding training.

6.2 Development and Support

As part of the school's annual directed time and Inset Day calendar all staff receive cyclical training on behaviour and safeguarding. Staff can also access bespoke training to meet their needs.

7. Pupil Transition

7.1 Ready to information

All pupils joining the school receive detailed 'Ready to' information during transition events as well as sharing the schools Standards and Expectations, Home-school agreement and other relevant transitional information. Pupils get the opportunity to practise school routines during the many transition events.

8. Child on Child Abuse

All staff are trained to be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff are clear as to the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff understand that if they have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy). Staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below:

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence⁹ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

9. Review and interrelationship with other policies and statutory guidance

In consultation with staff, this policy and its procedures are regularly reviewed and updated in conjunction with statutory requirements and DfE guidance included in:

Keeping Children Safe in Education September 2023 [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)

Behaviour in Schools September 2022 [Behaviour in schools guidance \(publishing.service.gov.uk\)](#)

The behaviour policy is published to parents and carers annually. In order for the behaviour policy to be effectively clear it links with other school policies, such as Safeguarding and Child Protection, Anti-Bullying, Acceptable Use, SEND as well as wider Trust policies.