

Dallam School



Behaviour Policy

Committee:	Local Advisory Committee
Date of adoption:	01 December 2022
Date of next review:	Spring Term 2027

Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Review
1	Adopted by Local Advisory Committee	01 December 2022
2	Reviewed and approved by Local Advisory Committee – new policy centered around relational behaviour and mobile phones in school	11 July 2023
3	Reviewed and approved by Local Advisory Committee – further clarity provided around fixed term suspensions.	03 October 2023
4	Reviewed and approved by Local Advisory Committee	02 July 2024
5	Reviewed and approved by MAT Board – adaptations to student removal from lessons.	08 July 2025
6	Reviewed and approved by trustees – adaptations capturing acts of Discriminatory Behaviour	24 February 2026

Dallam School Behaviour Policy

Our Mission Statement:

Dallam School is a place where every student belongs, every member of staff matters, and learning is full of joy, purpose, and adventure. We believe success means achieving great results, and growing in confidence, character and connection. We support students to grow, achieve, and take pride in who they are becoming. With high expectations and a shared sense of responsibility, we build a culture where everyone is seen, supported, and challenged to thrive.

Our values:

- Courage (be brave)
- Endeavour (strive for excellence)
- Respect (others, self and environment)
- Integrity (be honest)
- Compassion (be kind)

Policy Aims:

At Dallam School, we have the highest possible expectations for every child. We want them to succeed with their learning and to feel safe, happy and fully involved in the school community. We believe that students can flourish when they form strong, trusting relationships with adults and other pupils in the school based on mutual respect. This is why at Dallam we focus on establishing routines and expectations that promote positive relationships between children and staff and children with their peers. We recognise that understanding our emotions is a key aspect of understanding and managing behaviour, and that students thrive in an environment that is calm, structured and safe.

Roles and responsibilities:

What staff can expect of students

Staff will expect you to:

- show respect for other students, staff and the wider school community
- work to the best of your ability
- follow the school's expectations, systems and routines for behaviour

What students can expect of staff

You may expect staff and other adults to:

- clearly explain the school's expectations, systems and routines for behaviour at induction as a new starter and, as necessary, throughout students' time at Dallam School
- apply the school's behaviour policy in a way that is fair and consistent
- build and maintain positive relationships with students
- encourage and support students to repair situations where necessary, through restorative conversations for example
- give due consideration to how previous experiences can affect a student's emotional responses
- have an awareness of individual students' needs by accessing and reading pupil profiles on EduKey
- undergo regular training so that behavioural management is part of continued professional development

What parents and carers can expect of staff

You may expect staff to:

- keep to the home-school agreement, staff code of conduct and other relevant professional standards
- treat you with respect
- set high standards of work and behaviour for students of Dallam School
- keep you informed about your child's behaviour and progress
- work with you to address any difficulties your child experiences in school

What staff can expect of parents and carers

You may expect parents and carers to:

- treat you and others with respect

- behave responsibly whilst on the school site
- report any incidents of bullying, including cyber bullying, as soon as they are discovered so that the issue can be dealt with promptly by staff
- support the school's policies, systems and guidelines for behaviour
- discuss any issues of concern with any relevant member of staff in a calm and non-aggressive or threatening manner
- consider the implications of posting inappropriate or defamatory details on social media and the detrimental effect inappropriate comments can have on the school community
- follow the home-school agreement

Approach:

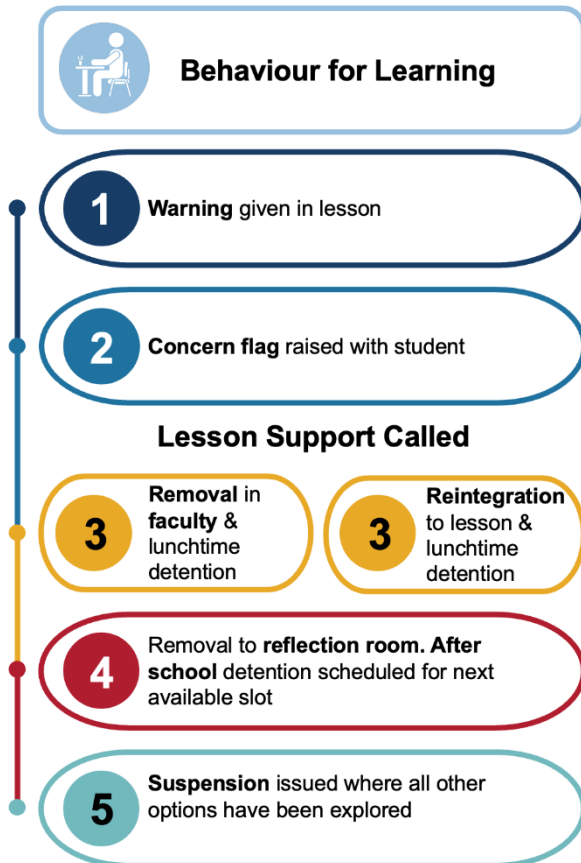
The key premise to Dallam's approach is:

- Prioritising strong relationships – we believe that warm, trusting relationships between adults and young people create an environment where students can engage well with their learning, enjoy school, and benefit from the support of expert teachers.
- Fairness doesn't mean treating everyone the same (equality) but rather ensuring everyone gets what they need to succeed (equity). In accordance with our responsibilities under the Equality Act (2010), the school will take a flexible approach in responding to individual pupils' behaviours, aiming to prevent unnecessary escalation.
- Staff adopt a non-judgmental, curious, and empathetic approach to behaviour. All school staff are encouraged to respond by exploring the underlying feelings and emotions that may be driving the behaviour, rather than focusing solely on the behaviour itself.
- Upholding clear boundaries and behaviour expectations to support pupils' sense of safety. The school strives to create an environment that balances nurture and structure.
- Involving parents is essential when addressing and planning support for pupils' social, emotional, and mental health (SEMH) needs.
- We firmly believe that supporting pupils' SEMH needs is a shared responsibility across the whole school, not just the role of a few staff members.
- Creating opportunities to explicitly teach students social norms and expected behaviours in various situations and times of day, as outlined in our Behaviour Curriculum.
- Asking students to stick to everyday routines that create a sense of safety, calm and order.
- Creating a culture in which young people feel included, respected, safe, and secure, with their achievements and contributions recognised and celebrated.

Linked Policies/Documents

- Anti-Bullying Policy
- Child Protection Policy and Procedures
- Attendance and Belonging Policy
- Special Educational Needs Policy
- Surveillance Camera Policy
- Home School Agreement

1. Dallam Behaviour System – What is it?



Positive Reminder of Behaviour Standards Expected

At Dallam School, we acknowledge that any student may occasionally need a reminder to do their best. When a student's behaviour falls short of our expectations a calm, clear verbal reminder will be given by their teacher. This will be accompanied with a warning from the teacher that, if the student's behaviour continues to disrupt their learning or someone else's, they will have to raise a concern flag. In the majority of cases, this reminder will be enough for the student to return to working at the expected standards.

Concern

If a student's behaviour does not change after a positive reminder, the teacher calmly, dispassionately expresses their concern that that the student's behaviour is affecting their progress or the learning and progress of other students and is therefore being logged as a concern on Synergy.

Lesson support

If a student continues to exhibit the behaviour that has caused concern, the teacher will request lesson support

via Synergy. A member of SLT or pastoral staff will attend. Where possible and appropriate, the staff attending will have a conversation with the teacher and student. Depending on the nature and severity of the incident, with the agreement of the teacher, one of the following will happen next:

1. The behaviour is addressed immediately and the student is reintegrated into the classroom. The member of lesson support staff will remain in the classroom for as long as is possible to support their reintegration.
2. The student is removed to the allocated room in faculty for the remainder of the lesson with some work to complete. At this point they will be issued with a lunchtime detention.
3. The student is removed to the reflection room. At this point they will be issued with an after-school detention.

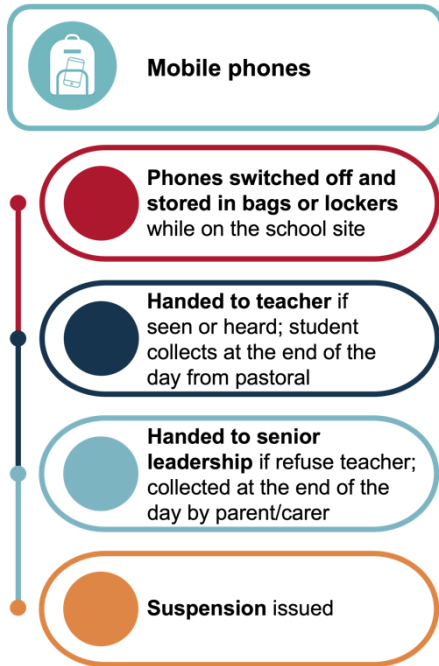
Serious Behaviour Issues

For serious behaviour issues, such as refusal to follow instructions of senior leaders in the school, dangerous, threatening or violent behaviour students could be issued with the appropriate level of response, without needing a positive reminder or concern first; i.e. immediate removal, fixed term suspensions (see appendices)

Reflection room

The normal expectations for behaviour and conduct apply when students are placed in the reflection room. If a student does not meet these expectations, this may result in a suspension.

2. Mobile Phones, smart watches and other electronic devices



At all times mobile phones and other similar devices must be switched off and stored in bags or lockers, this rule commences as soon as students arrive on school site and does not end until they have left the school site.

If students have such devices out or seen, they will be confiscated and handed to the pastoral team. This includes if students are seen using headphones, earphones, air pods and other devices that connect to mobile phones.

3. Discriminatory Behaviour

At Dallam School we are aware of issues such as everyday sexism, misogyny, misandry, homophobia and gender stereotypes. We take positive action to ensure that all such incidents of this type are met with a suitable response, and never ignored. All racist/offensive language/slurs (irrespective of intent) must be challenged in the strongest terms. Staff have a legal duty to foster good relations between those who share a relevant protected characteristic and those who do not. Therefore, in all cases, (irrespective of intent) incidents of discrimination will be considered serious incidents and dealt with robustly following the School's Behaviour Policy and Anti-Bullying Policy. Where appropriate, the School will notify the police of a hate crime.

Appendices

- A. Use of Reasonable Force
- B. Power to search students
- C. Medicines, drugs and drug-related incidents
- D. Suspensions and permanent exclusion
- E. The Role of Local Advisory Committee and/or Trust Board

Appendix A: The Use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain students. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence.
- injuring themselves or others.
- causing damage to property, including their own.
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the student and whether they have Special Educational Needs or disabilities.

Action as a result of self-defence or in an emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a student was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene.

Circumstances in which reasonable force might be used:

- Students found fighting will be physically separated.
- Students at risk of harming themselves or others through physical outbursts may be restrained.
- To prevent a student from attacking a member of staff or another student.
- To prevent a student causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Unreasonable force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing.

- kicking, slapping or punching.
- forcing limbs against joints (e.g., arm locks).
- tripping or holding by the hair or ear.
- holding face down on the ground.

Communication

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be considered:

- the student's behaviour and level of risk presented at the time of the incident.
- the degree of force used.
- the effect on the student or member of staff concerned.
- the child's age.

All incidents will be recorded as soon as possible, and details passed on to the Head teacher (or deputy in the absence of the Headteacher) who will follow up the incident where necessary.

Appendix B: Power to Search Students

The school follows Government advice when using the powers to confiscate items from students which is outlined in DfE guidance. Headteachers, and staff authorised by them, 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'.

The following items are examples of 'Prohibited Items':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Fireworks
- Pornographic images (including those found on mobile devices)
- **Any article** that the school reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the student)

Where items are 'prohibited' as outlined above, these will not be returned to students and will be disposed of by the school according to the DfE advice and statutory guidance. Students must not bring any such items on to school premises. There will be severe penalties for students found to have 'prohibited' items in school. In certain circumstances this may lead to permanent exclusion.

The following are examples of items, which are banned by the school under the school rules

Examples:

- *Mobile phones or other electronic devices such as smart watches used in class*
- *Jewellery not in accordance with the school uniform policy*
- *Cigarettes or e-cigarettes (vapes) and lighters or matches*

Students found with any smoking paraphernalia will have these confiscated, parents will be informed that they can collect or request that we dispose of these, whether they are found to be smoking/vaping or not. They will also be issued with an appropriate sanction for bringing such items on to the school premises. Students will also receive sanctions for smoking/vaping near the school, in the community, whilst in full or part uniform, as well as on their way to and from school.

The school will confiscate any electronic items being used on the premises such as mobile phones, airpods. etc. Students are allowed to bring these to school on the understanding that they remain switched off and in bags during lessons and other directed time.

Staff in this school have the right to confiscate, search and ultimately delete any media which they "reasonably suspect" is being used to bully or otherwise cause an individual harm.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a student repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items.

Where items are not collected, the school will dispose of them at the end of each term.

Appendix C: Medicines, Drugs and Drug-Related Incidents

Medicines

Where students are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g., safe storage in the Pastoral Hub and administration of medicines in line with national guidance). Parents should notify the Pastoral Hub of any medication that needs to be taken.

Drugs Education at Dallam

Drugs Education forms part of the Personal Development and SMSC curriculum delivered explicitly at all key stages.

Dallam School Policy on Drugs

- We do not support the use of tobacco, alcohol, solvents, illegal drugs, psychoactive substances and medicines by members of the school.
- Under no circumstances will the supply or sale of illegal drugs, psychoactive substances on the school sites at Milnthorpe or Heversham, on the way to or from school, or on any school trips either during or outside school time will be tolerated.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.

Dealing with Drug-Related Incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer students to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises on the way to or from school and on school trips:

Tobacco

In line with legislation, the school has a policy of no smoking or vaping in the school buildings or on the school sites and at any time on trips or visits. Students caught smoking or vaping will be sanctioned in line with the school Behaviour system and parents will be contacted by pastoral staff. Students smoking or vaping at the Boarding House will be sanctioned appropriately by the Head of Boarding or senior team.

Alcohol

No alcohol is to be consumed during the course of the normal school day. Those hiring any school premises, are not allowed to consume alcohol on site unless it has been authorised by the Headteacher and/or forms part of the Lettings Contract and an occasional license has been purchased.

Solvents

The school will ensure that potentially harmful substances are stored safely, and students will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants during Physical Education lessons will be discouraged because of the potential risks to people with asthma or other bronchial problems.

Illegal substances (Category A, B and C drugs and including ‘psychoactive substances’)

Illegal or illicit substances must not be brought to school or used on school premises.

Police Involvement

There may be rare occasions when school staff feel that they require the support of the Police. This will depend on the seriousness of the circumstances and will be determined by the Headteacher or nominated person.

Generally, the arrest of students on school premises will be avoided unless the circumstances dictate otherwise. If it proves necessary to arrest a student on school premises, the police should where possible seek the cooperation of the school to enable the arrest to be made discreetly. For example, authorised school staff may be able to isolate the student from others before police make the arrest.

Appendix D: Suspensions and Permanent Exclusion

1. Introduction

Dallam School is an inclusive school which aims to promote equality in all aspects of school life. We take a positive approach to encouraging good behaviour but also recognise that good discipline in our school is essential to ensure all students can benefit from the educational opportunities we provide.

Suspension is an extremely serious disciplinary sanction that means that a student is not allowed on the school premises for the duration of the Suspension. If a student suspended from school is found in a public place during normal school hours during the first five school days of suspension, then a person with parental responsibility for them may be prosecuted or given a fixed penalty notice (a fine). A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

Permanent Exclusion is when it is decided that a student's behaviour, over a period of time, or a one-off serious incident, is in breach of the school's behaviour policy.

2. Reasons for Suspension or Permanent Exclusion

The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy.
- If allowing the student to remain in school would seriously harm the education or welfare of other people or the student themselves in the school.

For example, suspension and/or permanent exclusion could be used for any of the following, all of which constitute examples of unacceptable conduct (including outside of school), and are serious infringements of our Behaviour Policy (please note this list is some of the more common examples, it is not complete or exhaustive:

- Verbal abuse to staff or other adults or to students
- Physical abuse to/attack on staff or other adults or students
- Indecent behaviour, sexual abuse, or sexual assault, including up-skirting and sexting
- Racist abuse
- Sexist abuse
- Abuse against sexual orientation or gender
- Abuse relating to disability
- Persistent or serious wilful damage to student or school property
- Misuse of illegal or prescription drugs or other substances including the supply of an illegal or controlled substance
- Possession, use or distribution of substances that should be brought into school such as: alcohol, cigarettes, tobacco, etc.
- Theft
- Serious actual or threatened violence against another student or a member of staff or of someone else who is part of the school community
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the behaviour.
- Failure to comply with a reasonable request from the Headteacher or Senior Team.
- Failure to wear school uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.

- Persistent or serious breaches of health and safety rules.
- Persistent or serious failure to comply with the requirements of the 'Behaviour System'.
- Persistent or serious bullying.
- Making a serious false allegation against a member of staff.
- Persistent or serious behaviour which calls into question the good name of the School
- Persistent defiance or disruption.
- Other serious breaches of school rules.

Ultimately, the decision to suspend/exclude a student must be lawful, reasonable, and fair, in particular considering our statutory duty under the Equality Act not to discriminate against students on the basis of protected characteristics, such as disability.

In the case of a permanent exclusion, parents have the right to ask for the decision to be reviewed by an Independent Review Panel which will include representatives from the Local Advisory Committee and/or Trust Board.

3. Exclusion of a child who has Special Educational Needs

There are certain factors that we take into consideration for children who display disruptive behaviour that is as a result of their Special Educational Need or Disabilities (SEND) so we will take steps to:

- engage proactively with parents in supporting the behaviour of students with additional needs;
- provide early intervention to address underlying causes of disruptive behaviour including an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have;
- consider the use of a multi-agency assessment for students who demonstrate persistent disruptive behaviour;
- take account of our statutory duties in relation to SEND when administering the suspension/exclusion process including having regard to the SEND Code of Practice;
- consider what additional support or alternative placement may be required.

Ultimately, the decision to suspend/exclude a student must be lawful, reasonable, and fair, in particular considering our statutory duty under the Equality Act not to discriminate against students on the basis of protected characteristics, such as disability.

Appendix E: The Role of Local Advisory Committee and/or Trust Board

The Local Advisory Committee and/or Trust Board has a duty to consider parents' representations about a suspension/exclusion and must consider the reinstatement of an excluded student within 15 school days of receiving notice of the suspension/exclusion if:

- The exclusion is permanent;
- It is a suspension which would bring the student's total number of school days of suspension/exclusion to more than 15 (15.5 days) in a term; or
- It would result in a student missing a public examination or national curriculum test.

If a student would be excluded from school for more than 5 school days, but not more than 15, in a single term, and requested to do so by the parents, the Local Advisory Committee/board of trustees must consider the reinstatement of an excluded student within 50 school days of receiving notice of the suspension/exclusion.

In the case of a suspension which does not bring the student's total number of days of suspension to more than five in a term, the Local Advisory Committee and/or Trust Board must consider any representations made by parents, but it cannot direct reinstatement as it does not have the power to overturn the Head teacher's decision and is not required to arrange a meeting with parents. In this case Local Advisory Committee/trustees will consider whether it would be appropriate to place a note of their findings on the student's educational record.

Excluded students will be enabled and encouraged to participate at all stages of the suspension/exclusion process, considering their age and understanding.

Following their consideration, Local Advisory Committee and/or Trust Board may (where applicable):

- uphold a suspension/exclusion; or
- direct reinstatement of the student immediately or on a particular date.

Where reinstatement is not practical because for example, the student has already returned to school following the expiry of a suspension or the parents make clear they do not want their child reinstated, the Local Advisory Committee and/or Trust Board must, in any event, consider whether the Head teacher's decision to exclude the child was justified based on the evidence.

In reaching a decision on whether to reinstate a student or not, the Local Advisory Committee and/or Trust Board will consider whether the decision to exclude the student was lawful, reasonable, and procedurally fair, taking account of the Head teacher's legal duties.

In the case of a permanent exclusion, parents have the right to ask for the decision to be reviewed by an Independent Review Panel which will include representatives from the Local Advisory Committee and/or Trust Board.

What is an Independent Review Panel?

If applied for by parents within the legal time frame, the Local Authority/Academy Trust will, arrange for an Independent Review Panel hearing to review the decision of a Local Advisory Committee and/or Trust Board not to reinstate a permanently excluded student.

The legal time frame for an application is:

- within 15 school days of notice being given to the parents by the Local Advisory Committee and/or Trust Board of their decision to uphold a permanent exclusion; or

- where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act in relation to the exclusion.

Following its review, the panel can decide to:

- uphold the exclusion decision;
- recommend that the Local Advisory Committee and/or Trust Board reconsiders their decision; or
- quash the decision and direct that the Local Advisory Committee and/or Trust Board considers the exclusion again.

An independent review panel does not have the power to direct a Local Advisory Committee to re-instate an excluded student. However, where a panel decides that a Local Advisory Committee's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a Local Advisory Committee to reconsider its decision.