



## **Digitech Studio School**

### **Behaviour Policy**

**Date reviewed: July 2024**

**Review Date: July 2025**

## Policy statement:

The environment at Digitech Studio School is built around the Digitech code **Excellence | Trust | Aspire** and our RRS “**Ready-Respectful-Safe**” system.

### Digitech Code

Excellence | Trust | Aspire

#### Excellence

- At Digitech we lead by example, acting with kindness, care, and integrity, believing everybody can achieve through **HIGH EXPECTATIONS** and celebrating success.

#### Trust

- At Digitech we champion inclusivity and individuality, through building positive, supportive, and respectful **RELATIONSHIPS**.

#### Aspire |

- At Digitech we maintain the highest **ASPIRATIONS** for all, with a focus on employability, destinations, and successful futures.

We understand that most “challenging behaviour” is at its heart “distressed behaviour” and as such we aim to develop positive, respectful supportive **Relationships**, achievement through **High Expectations**, looking towards the future with high **Aspirations**. To effectively support students with distressed behaviour we have built positive relationships amongst our staff and student community and have high expectations of ourselves and each other. We are aspirational in the wider educational outcomes that we are trying to achieve and are developing as leaders, at every level. The RRS system at Digitech Studio School is built from the Digitech Code. We expect students to be Ready-Respectful-Safe, to maximise their learning.

Digitech is a unique learning environment, and we are proud of the ethos that we have developed here to support our students to thrive. Within our learning environment Digitech students are not expected to wear school uniform, students call adults by their first names, and are encouraged to express themselves. We trust our students to do the right things and make the right decisions, offering them the opportunity to reflect when they make poor choices.

## Aims

- To outline the principles in which our policy (and supporting procedures) are based upon.
- To promote positive relationships in and beyond the academy.

The policy and accompanying documents will be revisited regularly.

The policy should be read alongside the Parent/Carer handbook and the RRS system summary document. This policy has been developed in line with the DFE document: [https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour\\_in\\_schools\\_-\\_advice\\_for\\_headteachers\\_and\\_school\\_staff\\_Feb\\_2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

## Roles

Principal: Chris Ballard

Deputy Principal: Simon Jones

Behavioural Lead: Mike Edwards

Head of Key Stage 4: Sarah Bennett

Head of Key Stage 5: Meghan Ferguson

Pastoral Leads: Alice Smith, Kelly Dodge, Steph Balmond

### **Basis of the Policy and System**

The Digitech approach is centred around the vast majority of students who attend school each day, keen to learn and become positively involved in our school. Digitech offers a unique setting that appeals to these students, helping them to excel in their studies and meet the expectations of the community within the school. Our focus at Digitech is therefore to create an environment that supports and rewards their enthusiasm and efforts. We understand that a minority of students can struggle to engage in school, often due to the challenges that they face. As such we aim to see behaviours outside of those accepted by the school as distressed behaviours, rather than challenging behaviours. As such they require an alternative, nuanced approach that goes outside of the system of escalating sanctions. They need support in overcoming the root issues, instead of punishments for the behaviours stemming from this.

To foster a positive learning environment, we emphasize rewarding students who engage actively and exceed our expectations. Detailed examples of our reward system are provided in the 'Parent and Carer Handbook 2024 – 2025' and the 'Ready-Respectful-Safe' documents. We believe that positive reinforcement encourages all students to strive for excellence and fosters a culture of achievement and mutual respect.

In managing classroom behaviour, we implement a system of stepped boundaries, designed to address issues constructively and fairly. This approach ensures that behaviour management is consistent and clear, as outlined in the 'Parent and Carer Handbook 2024 – 2025' and the 'Ready-Respectful-Safe' documents. All behaviour incidents are meticulously recorded on BromCom, with some specific cases also documented in CPOMs and other specialized trackers, such as the Antibullying tracker. Our goal is to empower teachers to teach effectively and students to learn without unnecessary disruptions, fostering a collaborative and inclusive environment where there is no division between "them and us."

### **Behaviour Principals and support (reflecting our code): Relationships, High Expectations, Aspirations, Leaders'**

These key principles underpin the system at Digitech.

### **The Step System**

The step process allows for high level pastoral support, as a child's behaviour doesn't meet expectations. The step process is outlined in the document 'Parent and Carer Handbook 2024-2025' and the supporting 'RRS System Summary'. The step system specifically focuses upon:

- Behaviour in lessons
- Truancy from lessons (within the school grounds)
- Lates to lessons
- Use of mobile phones
- Bullying

### **Behaviour in lessons:**

Students are expected to engage in their lessons and will receive a score for each lesson they complete so that we can recognise their effort and hard work. Students who go above will be scored a 1 and may be awarded additional achievement points or direct recognition via post-cards home. Students who are meeting expectations will be awarded a 2. Students not meeting expectations will be awarded a 3 and issued with a warning within the lesson, and scores 4 and 5 outline when a student has been sent out of class. More detail can be found in the accompanying document 'Parent and Carer Handbook 2024 - 2025' and the 'Ready-Respectful-safe' documents. We support students to achieve by using visible consistencies and relentless routines across the school.

### **Truancy and Lates to Lessons**

Digitech prides itself on being an environment that encourages students into school. A small number of students still struggle to attend lessons during the day. Students Lates and Truancy's, both from school and within school, will be monitored so that interventions can be put in place.

The Step system has a series of increasing support and potential sanctions to help encourage students into every lesson. If students have made it into the building it is important for us to turn that into learning time for them.

### **Mobile Phones**

Digitech is a Mobile free school. We recognise the support that mobile phones offer our students, but we are also aware of the potential harmful impact of over using mobile phones and social media. As such we have decided that students will be allowed to use their phones until 9am each day (the start of the first lesson). Students will then not be allowed to use their mobiles without express permission until 3pm. If a mobile phone is seen or heard during this time then it will be confiscated for the duration of the day. Repeated issues with the use of mobile phones will lead to them being handed in at the start of the day or in extreme cases the student will be banned from bringing their mobile onto site.

This policy has been developed in line with the DfE document:

[https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile\\_phones\\_in\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf)

## Anti - Bullying

(Further detail can be found in the 'DSSB Anti-bullying policy May 2024' ).

All forms of bullying are unacceptable; everyone in our school needs to be fully aware of the different types of bullying and know how they can help prevent it. We will ensure that every member of our school community receives anti-bullying training at least three times during the school year, through assemblies, tutor time activities and staff CPD. All reports of bullying behaviour will be fully investigated and responded to appropriately, with parents/carers kept informed. Bullying based on prejudice will be logged and reported in line with LA guidelines. We are also committed to tackling consistent low level (subtle) bullying within our school.

Students	<ul style="list-style-type: none"> <li>- Could be victims of bullying</li> <li>- May be perpetrators of bullying behaviour</li> <li>- May know someone who has been bullied, or is being bullied</li> <li>- May overhear or see bullying in or outside school</li> <li>- Could see online bullying</li> </ul>	<p>Your responsibility is to actively try to prevent this happening - this might mean intervening yourself, if this is safe, or reporting it to a member of staff, or a parent/carer.</p> <p><b>By ignoring bullying, you are supporting the bully.</b></p>
Parents/carers	<ul style="list-style-type: none"> <li>- Could directly witness bullying</li> <li>- May have a child who is being bullied May have a child who is the perpetrator of bullying behaviour</li> <li>- May witness online bullying</li> <li>- May have bullying reported to them</li> </ul>	<p>Your responsibility is to let the school know - please do this as quickly as possible,</p> <p><b>By not doing so, you may be putting a child at risk.</b></p>

School staff	<ul style="list-style-type: none"> <li>- May have bullying reported to them</li> <li>- May witness bullying</li> </ul>	<p>Your responsibility is to deal with the incident. This may require you to fill in the appropriate paper Learn, if the incident is bullying based upon prejudice, it may involve the school sanction system, and it may involve Restorative Justice.</p> <p><b>By not dealing with bullying, you are failing in your duty of care.</b></p>
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### **Conduct Around the School (in addition to that outlined in the system).**

Members of the Digitech Community should:

- Move around the school in a sensible, calm, courteous and appropriate manner. They should not run around the school site. They should not shout or make other loud noises.
- Be polite and helpful to all visitors to the school.
- Respect the rights of others to use all areas of the school.
- Never drop litter.
- Never bring in or use cigarettes, vapes, alcohol, and illegal substances. This is strictly forbidden. Dangerous items such as matches, lighters, knives and aerosols must not be brought onto the school site under any circumstances.
- Eat and drink in the designated eating areas. Eating and drinking (apart from water) is not allowed in lessons.
- Not leave the school site without permission. Students or visitors who need to arrive or leave the school during lesson times must check in and/or out at the main reception.
- Not wear coats in lessons, coats should be hung up or carried in bags

### **Corridors and Lesson Changeovers**

Staff should:

- Challenge every incident of loud behaviour; inappropriate and excess physical contact; and infringement of dress code or mobile phone use regulations. Staff should not shout in corridors, but rather take students aside and speak to them calmly.
- Constantly reinforce good behaviour by thanking those who are smart and calm.

### **Dress Code**

Full details of the school dress code can be found in the 'Student dress code' document. Whilst we have no formal uniform at Digitech we aim to ensure that

students are used to dressing to a code to fully prepare them for their futures. Pastoral team will work with students to ensure that the dress code is met and will support students where there are issues.

### **Conduct Outside the School**

When in public places, students are expected to act as ambassadors for the school and ensure that, through their conduct, the school's reputation is enhanced. Any misbehaviour which occurs outside of the school premises, and which is brought to the attention of the school will be dealt with in the same way as if that poor behaviour had occurred on the school site (where reasonable).

Students should be particularly mindful of the following:

- Smoking – smoking (including vaping) is not permitted on the way to or from the school.
- Local Residents - students should be kind and courteous to members of the local community.
- Cycling/walking – students should use pavements sensibly and be sure to leave plenty of room for members of the public to pass safely in the opposite direction. Students should always use cycle paths where available.
- The use of bad language is unacceptable.

### **Confiscation**

A member of school staff may confiscate a pupil's property, where reasonable to do so. School staff can seize any item, however found, which they consider harmful or detrimental to school discipline. The following categories of items are banned and will be confiscated if seen at any time on the school site:

- An item which poses a threat to others, e.g. a laser pen
- An item which poses a threat to good order for learning, e.g. a personal music player or mobile phone
- An item which is against school dress code rules.
- An item which poses a health or safety threat, e.g. items of jewellery worn during PE



- An item which is counter to the ethos of the school, e.g. material which might cause tension between one group and another
- An item which is illegal for a child to have, e.g. racist or pornographic material

Confiscated items may be returned at the end of the lesson, if handed over without argument. Certain confiscated items will not be returned to the student but will be returned to a parent/carer (at the discretion of school leaders). Students may be searched to ascertain whether they are in possession of banned items. There will always be two members of staff present during a search (at least one of the same sex) and this will be limited to outer garments and bags.

## **Searching/Screening with consent**

### **Schools' common law powers to search:**

- School staff can search pupils with their consent for any item. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply a sanction (which will be made with the safety of the student and others in mind).

**What the law says: What can be searched for (taken from the DFE document [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)) 7**



## **Staff with the authority to search/screen**

- The school Principal, and any member of staff as designated by the Principal. At Digitech, the Principal, Deputy Principal or DSL is likely to be present. Other members of SLT can also lead the search, as can the pastoral lead and Heads of Key Stage 4 or 5.
- The lead must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

## **When will searches/screening take place?**

If there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

- The law also says what must be done with prohibited items which are seized following a search.
- The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.
- Staff, other than security staff, can refuse to undertake a search. The law states that headteachers/Principles may not require anyone other than a member of the school security staff to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.

## **Training for school staff**

When designating a member of staff to undertake searches under these powers, the Principal should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

## **Establishing grounds for a search**

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases, as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff may wish to consider utilising CCTV footage to make a decision as to whether to conduct a search for an item.

## **Location of a search**

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.
- The powers only apply in England.

Further detail (and the source of this information) can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

## **Suspension**

In extreme circumstances of disciplinary breakdown, the sanction of suspension will be used. Only the Principal and Deputy Principal can issue a suspension. If a student is suspended, the parents/carers will be informed as soon as practicable, initially by telephone and then by letter. Parents/carers must meet with a member of SLT before a student can return to class following a suspension.

Examples of student behaviour likely to lead to a suspension (not an exhaustive list):

- refusal to accept the normal discipline of the school;
- abusive language towards a member of staff;
- physical violence towards another student or member of staff;
- serious harm to the reputation of the school through grossly irresponsible behaviour outside the school;
- persistent bullying or intimidation of another student;
- significant involvement by a student with items or substances that should not legally be in his or her possession in the school.

- smoking/Vaping in the school grounds
- possession of cigarettes, vapes, alcohol, and illegal substances on school site

Suspensions will always be undertaken in line with the DfE guidance:

[https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

### **Permanent Exclusion**

The school will not hesitate in permanently excluding a student who has proved, over the long term or through an outrageous single act, to be beyond the control of the school. Extensive efforts are made to improve behaviour to avoid permanent exclusion. However, in the case of a single outrageous act the school reserves the right to permanently exclude a student without a programme of support being provided. We hope and expect that this sanction will only be used extremely rarely.

Examples of a single outrageous act which might lead to Permanent Exclusion include:

- threatening behaviour with, or use of, weapons
- the distribution of drugs
- large scale theft of property from the school site
- acts of violence against a member of the school community
- sexual assault against a member of the school community

Permanent exclusion will always be undertaken in line with DFE guidance:

[https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

### **Staff induction and reinduction**

Staff will be inducted into the behaviour system on the first TD of Term 1 prior to students attending school. Re-induction will be completed at the start of Term 3 and Term 5. A survey will be completed after the inductions and reinductions to ensure staff understanding.

### **Student induction and reinduction**

Students will be inducted in their first assembly of Term 1 and assemblies at the starts of both Term 3 and 5. Student voice will be completed following the assemblies to ensure that students are aware of their expectations within the behaviour system.

### **Academy Council**

Details on the behaviour policy and updates on behaviour data will be regularly shared with the academy council via Termly meetings with the SLT.