

# The Four Stones Multi Academy Trust

## Behaviour for Learning Protocols at The De Montfort School

### Version Control

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Version	Date	Details
1.0	February 2021	New Policy
2.0	May 2021	General Updates
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The purpose of this document is to provide clarity on our expectations and approaches in managing student behaviour to achieve a disciplined and purposeful environment. We believe that sharing our expectations with parents and students is important in ensuring that all stakeholders understand our expectations and procedures regarding implementation of the behaviour policy.

### Introduction

Our aim is to establish the highest possible standards of behaviour at The De Montfort School. We create a culture of hard work and good behaviour, so that our students will learn more and go on to have improved life opportunities. Unsurprisingly, research has shown that students who practise and put effort into tasks, are more motivated and have good attitudes make better progress than those who do not. The converse is true. Where there is a culture of failure or of opting out, this needs to be turned around, so that becoming more intelligent is seen as desirable.

It is important that our school is always a warm, caring, friendly and happy place where learning can flourish. Students' behaviour around the school should be impeccable; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times.

We have extremely high expectations of our students and believe that every student is capable of meeting them, however, we also understand that some students will require additional support and guidance. Where support and guidance are required, we will provide this so that the rules can be followed. Everyone must follow the rules so that the systems work and everyone benefits.

Our behaviour for learning system has been developed by learning from the best practice in different schools across the country. It is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of humour and love.

At school, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules must be clear and the consequences need to be consistent for this to work and that is our aim in implementing this system.

### Our 5 classroom rules

We have 5 rules at The De Montfort School that we expect all our students to. These will be shared by staff with students frequently and form the basis for corrective conversations when behaviour deteriorates.

They are:

- Follow the instructions of members of staff, without arguing or answering back
- Do not call out or interrupt the lesson
- Do not talk when the member of staff is talking
- Arrive to lessons on time with the correct equipment
- Remain silent at the start and end of the lesson

## **Student Code of Conduct**

At The De Montfort School and in the local community, students must do whatever it takes to help create a safe school and local community. All students must demonstrate respect by:

- listening to members of staff and following instructions politely, calmly and without question
- walking in single file (when moving from lining up), not running, or shouting, and being calm in corridors
- going straight to lessons and holding doors open for others when the corridors are busy
- never damaging school property, defacing the building, dropping litter, or spitting
- never insulting, undermining, swearing, or making derogatory comments to anyone
- leaving school and making their way home in an orderly, responsible way
- when travelling on public transport, students will respect those around them, speaking to other students, transport staff and members of the public quietly and politely
- respecting the local environment, by being considerate to their local community, obeying shop rules, and never dropping litter, defacing, or trespassing on private property
- remembering they are always ambassadors for The De Montfort School

Teacher will ensure that students understand that there will be consequences if students do not observe the code of conduct. The De Montfort School is based upon mutual respect. To reach our expectations, we expect the guidance below to be followed by all students.

## **Classroom Expectations**

Lost learning time matters and therefore, students must turn up to lessons on time. If they are two minutes late to each lesson every day that equates to 50 minutes per week and over 32 hours per academic year. Following our classroom expectations is vital so that more time can be spent learning. To meet these expectations, teachers will promote the expectations below:

- Students will be polite and welcoming.
- Students will always refer to teachers as “Sir” or “Miss.” It is a sign of respect. It is polite. Teachers will treat students with respect and are extremely polite. Students will treat all teachers with respect and be extremely polite at all times.
- Students will say “thank you”, “Excuse me” and “please.”
- Students and teachers will smile when they greet people, both inside and outside school.
- Teachers give rewards for the right behaviour choices and they will take action to remind students of the consequences of the wrong choices.
- Teachers will care enough to be strict. Every time a teacher gives a consequence, they will students of the behaviour they really want and the behaviour that is unacceptable.
- If somebody drops something, students will help him or her pick it up.
- If someone trips up, students will check to see they are all right. Students should not laugh at other people; they should help them.
- If a student hears about anybody being unkind to another student, they tell a teacher immediately; otherwise, the unkindness will continue and increase.
- Students will work hard and be respectful of one another.
- In school, students and staff will hold doors open for one another. Students will not barge past and they will politely let people pass.
- Students will pass books along carefully, efficiently, politely, in silence when asked to hand out books.
- Students will queue for lunch politely and efficiently, in single file and eyes front.
- Students will line up silently to enter classes or enter classrooms and then wait silently behind their chairs where lining up is not possible.
- Students will be especially polite and respectful in corridors, on the stairs and when queuing. Students will remain in single file, eyes front when moving from lining up areas.
- Students will treat all members of staff and visitors with the highest respect, regardless of status.

## **Our expectations of are that students will:**

- Sit as directed by the seating plan
- Always sit up straight and never slouch.
- Listen carefully to all instructions and follow instructions the first time of asking.
- Follow the behaviour for learning protocols, allowing teachers to teach and students to learn.
- When reading follow the text with a ruler, with both hands on the ruler.
- Work in silence when instructed to do so.
- Stay on task and work hard even when they find work challenging.
- Complete their homework as specified, to a good standard and on time.
- Produce their best work; otherwise, they will be instructed do it again.
- Ensure books/folders to be neat and tidy e.g., no pieces of paper will stick out/fall out of books.
- Include the title and date and underline them.

- Not graffiti/doodle on their books/folders/planner.
- Not interrupt teachers, if a question is to be asked, a hand should be raised.
- Not answer back or question a teacher's judgement when sanctions are applied
- Make corrections to their work where highlighted and improve their work after feedback.

### **To support this, teachers will:**

- Have a seating plan that places students in the best arrangement for learning
- Use a 'no hands up' approach
- Start every lesson with a low stakes quiz
- Maintain a 30:70 ration of teacher talk to student's individual practice

### **What is meant by good behaviour?**

Good behaviour is not simply the absence of 'poor behaviour.' Good behaviour includes students' flourishing as scholars. The following are examples of what we mean by good behaviour:

- Being ambitious and wanting to do as well as possible. Students should seek to extend themselves through additional effort, reading, research and target setting
- Being motivated to improve and achieve. For example, asking questions to further knowledge, acting as a role model, and accepting responsibility
- Being caring towards others for example demonstrating politeness, care, concern, and respect for all other members of The De Montfort School and for members of the public
- Being attentive and looking others in the eye when they are talking
- Being courageous in the face of adversity for example having several more attempts if students think they have failed, attending school even if they feel a little under the weather
- Being determined to succeed even when things get difficult, for example following instructions, speaking when spoken to and not challenging instructions
- Being friendly towards others, always saying 'please' and 'thank-you;' holding the door open for others to pass without being prompted to do so
- Being sympathetic towards others for example asking how they are
- Being positive, even when things are tough
- Being open minded to the views, religions, and cultures of others
- Playing their part in keeping the school buildings, furnishings, and site in good order free from graffiti and litter for example emptying pockets of rubbish before running around at break or lunchtime.

### **Developing Student Character**

Student character is developed through our academic curriculum. We are what we repeatedly do. Schools do influence students' characters with a combination of high expectations, accountability, and modelling. We teach resilience by given students challenging work to do. We teach respect and politeness by modelling it; we teach students how to be functional, happy citizens through applying systems which hold them to account for their behaviour.

We will develop student character through:

- Teachers will encourage positive responses to our questioning and not accepting "I don't know," to encourage resilience.
- Structuring time in lessons for the deliberate of practice activities.
- Allowing time to struggle during lessons so students develop independence.
- Providing reading books/tasks that are challenging.
- Plan opportunities for reading aloud in class to develop student confidence and improve comprehension.
- Responding positively to academic failure and disappointment encourages the attitude 'I've not failed; I've just found 10,000 ways that don't work'.
- not accepting poor responses to consequences and they deal with secondary behaviours to develop discipline.
- Teachers reinforcing the importance of demonstrating politeness, care, and concern for all other members of The De Montfort School and for members of the public.
- Ensuring students uphold and adhere to all rules and routines without question, even when they may feel hard done by.
- Holding assemblies based on positive character traits and positive role models.
- Teachers defining good behaviour.
- Arraigning extra-curricular and house activities to develop support and competition between students and houses.
- Promoting charity work to develop empathy for others.

### **Specific guidance**

This section of the Behaviour for Learning Protocol provides clarity on different phases of learning, both in and out of school. We believe that by adhering to routines, students know precisely what is expected of them and therefore are

supported to behave and perform to their very best. We ask all parents to be familiar with our expectations as there are habits that we are promoting at school that should also apply at home when students are undertaking school work.

## The beginning and end of lessons

Every second is precious. We expect that all students will make their way very quickly and efficiently between classes.

At the start of each lesson:

- Students will go to their classroom where they will be met by their teacher. They will enter the room and wait behind their chairs.
- Students will be on-time, later than two minutes after the scheduled start time will be officially recorded as late.
- Students will receive a low stakes quiz and will complete this in silence
- A register will be called
- The low stakes quiz will be reviewed
- The lesson continues

At the end of each lesson:

- Teachers finish bring the lesson to a close two minutes before the end time to allow efficient and calm packing away.
- Students must listen carefully to packing away instructions and act immediately when instructions are complete
- Students will be instructed to stand behind their chairs in silence ready for their next lesson.
- Students will be dismissed in an orderly manner.

## Lining up

Students in Year 6 line up at the beginning of the day, at the end of break and lunch time. The purpose of this is to establish calm and to provide an opportunity to remind students of our expectations. Lining up will be conducted in silence. It is led by either the Head of Learning or a designated member of staff. The lead member of staff will blow a whistle as a call for students to form lines and settle to silence.

During lining up all teachers will insist that:

- Lines is straight and students are silent
- Uniform is worn correctly by each student
- Dismissal of lines is orderly
- Classes are to remain in straight, silent line as they move to their lessons.

## Toilet visits

Students without medical needs should not use the toilet during single lessons unless it is absolutely necessary. We encourage students to go to the toilet between lessons or at break and lunchtime. If students visit the toilet once a day for five minutes that equates to 25 minutes per week and over 16 hours per academic year; this is lost learning time. Members of staff will let students out, however, only one student can leave the lesson at a time.

## Outside of school

Even when students are outside of school, they still represent The De Montfort School. We expect them to think about how their actions reflect on themselves and the school. Students may receive consequences for behaviour outside school that affects their education or brings the school into disrepute.

- **After school:** Students are in our uniform and therefore representing The De Montfort School. We expect students to be polite, courteous, and calm in their conduct. Any poor behaviour out of school that is witnessed or reported will be investigated and sanctioned accordingly.
- **At home:** Homework takes priority over any hobbies students may have. There are no excuses for not completing homework

## Homework

Homework is an important addition to the structured learning that takes place at school. It is an opportunity for students to practice new skills, practice retrieval of knowledge and develop extended pieces of work. As such:

- Students are issued with a homework timetable.
- When students complete their homework, they should keep away from mobile phones or any computers that might distract them.
- Homework should be conducted in a quiet place to work where students can concentrate.
- Once homework is complete, students are advised to pack all their equipment, and homework, in their school bag so that it is not forgotten.

## Being ready for School

We will encourage student to be ready for school and understand that prior planning prevents poor performance through continually delivering the messages:

- Part of being ready for school is checking timetables for the following day to ensure that everything needed (for example, a PE kit) is packed.
- Teachers will not accept excuses such as “I forgot” or “I slept in.”
- It is important students get a good night’s sleep and have enough rest to properly study at school. As a guide, students need around nine hours of uninterrupted sleep every night. If they do not sleep enough, they will not learn effectively and will not remember what has been taught.
- Mobile phones or computers should be kept away from student’s beds so they are not tempted to look at them in the night.

We expect all parents to support us in making sure their child is ready for school

## The internet and social media

We will encourage student to use the internet and social media correctly and ask that parents support us in this. A consistent approach will be achieved if parents deliver the same messages that we will deliver in school. These are:

- Students must not be nasty about other people on social media.
- Students should be polite and kind online, just the same as when in school.
- If a student is bullying, rude, or disrespectful online, they may receive a consequence in the same way as if it had taken place in school.
- Students should think about how much time they spend online and whether they could make better use of time.

## Rewards

We acknowledge and celebrate achievement in all its forms, including academic success, sporting success and attitude to learning and operate a comprehensive rewards system through awarding achievement points and positive acknowledgements: postcards and letters home, headteacher’s awards, rewards trips, and rewards lunches. We do not believe it is appropriate to give rewards for good behaviour day-to-day; we should learn to behave well as a matter of principle, not in response to short-term incentives.

Students can earn reward points for academic achievement, effort, attendance, and punctuality.

## Rewarding academic achievement and effort and attendance

- In the classroom: within lessons, teachers will award one achievement point for outstanding work and/or effort.
- At TDMS, our aim is that every student is in school 100%. Therefore, for every week that a student achieves 100% attendance, they will receive an additional achievement point.
- Tutor award: each week, every tutor will nominate a member of their tutor group who has done something exceptional over the week. This could be for a variety of reasons, for example; academic success, participation in extra-curricular activities or helping others around school. The tutor will contact home via a phone call or a postcard and log 2 additional achievement points onto the school system.
- Head of Learning award: each week, every Head of Learning will nominate up to 5 students who have gone above and beyond over the week. The Head of Learning will contact home either via a phone call or a postcard and log 5 additional achievement points onto the school system.
- Head of Faculty award: each fortnight, each Head of Faculty will collate nominations from staff within their faculties and chose two students from across the school who have produced an outstanding piece of work and/or put in outstanding effort to their work to receive the Head of Faculty award. The Head of Faculty will contact home via a phone call and log 5 additional achievement points onto the school system.
- Appreciation Week: at the end of each half term, we will run an appreciation week. This is an opportunity for staff and students alike to recognise the work and support of others. Each class teacher will nominate 2 students in each class they teach to receive a token of appreciation for their hard work. Staff will log their nominated students onto a spread sheet. This information will be used to produce individual award certificates for each student. Alongside this, during tutor time that week, each student will write two postcards of appreciation to any member of staff who they feel has helped them out over the half term.
- Celebration assemblies: at the end of each term, we will hold a celebration assembly. During this assembly, we will have an opportunity to celebrate the fantastic achievements of our students. This will involve achievement point certificates and badges, Headteacher awards and subject awards.
- Achievement point certificates and badges are awarded at the following benchmarks;
- Bronze award: 500
- Silver award: 1000
- Gold award: 2000
- Platinum award: 5000

For our Year 11 students, we will be recognising their hard work with a Year 11 Prom at the end of the school year. As part of our rewards program, students within Year 11 who achieve achievement point certificates will be entered into a termly raffle to win a free Prom ticket!

Awards Evening: at the end of the school year, we will be holding an Awards Evening. This is to recognise the successes of our students across the academic year. Each subject will nominate two prize winners for their subject in each subject; one for outstanding effort and one for outstanding attainment. Alongside these subject awards, there will also be awards for sporting achievements, community engagement and citizenship.

## Attendance and Punctuality

Promoting high attendance and good punctuality is everyone's responsibility. We will support this through:

- Setting an attendance target of 100% for every student i.e. every student attends every session. This is an ambitious target and reflects the emphasis placed in time spent learning.
- All teachers will praise good attendance publicly and engage in challenging conversations privately where attendance is less than 100%
- Form tutors will ensure students record their attendance every week, drawing attention to any patterns of poor attendance with individuals.

## Stationery and equipment for lessons

We place high importance on personal organisation and getting the 'basics' right. It is vital that students come to school every day with the right equipment 'ready to learn' each lesson. When students arrive to lessons without the correct equipment, there is a disruption to learning for every student. Therefore, not having the expected equipment results in a consequence.

All students in Years 6-11 are requested to bring the equipment below:

- exercise books/folders
- planner
- pencil case
- black pen
- pencil
- ruler
- protractor
- rubber
- glue stick
- scientific calculator (from Year 7)

Those underlined represent the compulsory equipment that should be held by every student, every lesson. Form tutors will check that student have this equipment at the start of the day. If a student does not, equipment will be loaned and no sanction will be applied. If later in the day a student does not have this basic equipment with them, a C2 will be applied.

To support Year 6 & 9 students to be prepared with the correct equipment straight away, the school will provide them (free of charge) with the items listed above (excluding a scientific calculator) on the first day of the new academic year.

In addition to the equipment above, we expect every student in Years 6-11 to bring the following:

- Subject specific equipment including PE kit (details found on the website), compass, and cooking ingredients.
- Other useful equipment but not specified in the 'basics' would be coloured pencils and a highlighter.

## The Consequences System

The consequence system is underpinned by our core values. In the first instance, some identified low-level classroom disturbances will be dealt with by the teacher issuing a verbal warning (C1). If the verbal warning does not lead to an improvement in the student's behaviour or if the student's behaviour is deemed disruptive, then the next stage of the consequences system will be used.

A consequence may be issued when a student does not act safely, respectfully, or responsibly or does not accept responsibility for their actions. When determining the consequence to be issued, the member of staff will consider the student's circumstances (including their age and any special educational needs and/or disabilities) alongside the circumstances of the case. The sanction issued will be appropriate to the seriousness of the incident, taking those factors into account. Consequences will be part of a graduated response to incidents of inappropriate behaviour, although there may be occasions where the serious nature of an incident requires a greater sanction to be issued. The consequences are described below.

<b>Conduct Reminder</b>	Verbal reminders will be given to students at the start of day by their tutor and at the start of each lesson. These reminders will concentrate on the core behaviour standards.
<b>C1</b>	A first warning, firmly given. This is a signal warning a student that their behaviour is unacceptable, is affecting learning, and therefore needs to be changed. For a C1, a student's name will be listed on the whiteboard but if no further problems arise, no further action is taken.
<b>C2</b>	<p>This indicates that the student has repeated some disruptive behaviour and is continuing to affect the learning taking place in the classroom. Again, the student's name is listed on the white board and they are expected to serve a 20-minute lunchtime detention the following day in the designated classrooms from 3.30pm-3.50pm. Parents/carers will be informed of the C2 detention by telephone or text.</p> <p>All students will be collected for their C2 detention at the end of lesson 3 or their tutor lesson.</p> <p>All C2 detentions should be completed without negotiation. Students can continue the work from the lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read.</p> <p>If the student does not attend a C2 detention, a C3 detention will be issued for the following day.</p> <p>If a student receives up to four C2 detentions in a day they will serve all the detentions the following day, with 20 minutes during lunchtime and up to a maximum of 1 hour after school. If a student receives more than four C2 detentions in one day, then a day in the Isolation Room will be issued. If a student frequently receives a large number of C2s (defined as 2 or more on consecutive days or more than 5 in a week) a day in isolation will be served.</p>
<b>C3</b>	<p>Students will be issued a C3 for persistently or significantly disrupting learning.</p> <p>Students will be removed from the classroom and expected to serve a 20 minute detention at lunchtime and 20 minutes after school the following day. Parents/carers will be informed of the C3 detention by telephone or text.</p> <p>A member of staff will be called, and the student will be parked in another lesson or the isolation room. During this time, the student is expected to do work provided by the member of staff. Students will return to lessons the following lesson having been spoken to by the member of staff. Any student who receives two C3s in one day will remain in the Isolation Room and not return to lessons that day. This will also result in a phone call to the parents/carers.</p> <p>Any C3 detentions that are issued always take precedence over other activities (e.g., after-school clubs or fixtures) and appointments.</p> <p>All C3 detentions should be completed without negotiation. It is the responsibility of the individual student to attend and to use the time productively. Students can continue the work from the lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read.</p> <p>If a student receives three or more C3s in a week for persistently or significantly disrupting learning this will result in a day in the Isolation Room.</p>
<b>C4</b>	<p>This is a very serious sanction and signifies that the student has made choices that are unacceptable within our community. It will result in time in our Isolation Room. Students will be required to sit in the Isolation Room from 9.00am until their designated home time, work in silence and complete the work set. The time in the Isolation Room gives them a chance to reflect on the choices they have made. If the incident happens during a lesson, the student will be taken straight to the Isolation Room. This sanction will involve a phone call to the parents/carers or possibly a meeting with a member of the senior leadership team and/or the head of learning.</p> <p>Every effort will be made to contact parents/carers to explain why this sanction has been issued, but if contact cannot be made student will still be expected to complete the sanction. Whilst inconvenient there is an expectation that parents/carers make themselves available to attend a meeting if this is deemed necessary. If a student is referred to the Isolation Room 5 times in one term, then, despite any other strategies already in place, they will be referred to the behaviour panel, led by a senior leader. In this meeting, a review of the student's behaviour and interventions used to date, their success will be discussed, and a plan put in place to identify further strategies to support the student.</p>

	Students who misbehave during their time in the Isolation Room or refuse to complete a C4 sanction can receive a fixed term exclusion.
<b>C5</b>	Could result in a longer period in the Isolation Room, a fixed term exclusion (combined with days in the Isolation Room), a governor behaviour panel, and a managed move to another school or permanent exclusion.

The table below indicates the severity of certain types of behaviours. Senior leaders will make the final decision as to which sanction will be applied when serious incidences or those not listed within this table occur.

<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>
<p><b>Examples of low-level disruptive behaviour are:</b></p> <ul style="list-style-type: none"> <li>▪ Not listening</li> <li>▪ Off task behaviour</li> <li>▪ Calling out or talking out of turn</li> <li>▪ Poor effort</li> </ul>	<p><b>Given for repeat of C1 offences or:</b></p> <ul style="list-style-type: none"> <li>▪ A poor response to being given a C1 e.g., shrugging shoulders, answering back, tutting, smirking etc.</li> <li>▪ Failure to have a pen, pencil and ruler in lessons</li> <li>▪ Eating in a lesson</li> <li>▪ Uniform not worn correctly.</li> <li>▪ In possession of a fizzy drink.</li> <li>▪ In possession of chewing gum</li> <li>▪ Late mark to school or lessons without a valid reason.</li> <li>▪ Excessive make-up</li> <li>▪ Homework not completed on time</li> <li>▪ Mobile phone seen/heard at any time during the school day.</li> </ul>	<p><b>Given for further repeat of C1 or C2 offences or:</b></p> <ul style="list-style-type: none"> <li>▪ Disturbing an exam</li> <li>▪ Foul/sexual language</li> <li>▪ Being out of bounds</li> <li>▪ Third late mark to school or lessons without valid reason.</li> </ul>	<p><b>Examples of serious incidents are:</b></p> <ul style="list-style-type: none"> <li>▪ Defiance. For example-walking away when being spoken to by any member of staff, refusal to follow instructions etc.</li> <li>▪ Truancy from lessons or school</li> <li>▪ Harassment or bullying (including cyber-bullying).</li> <li>▪ Threatening behaviour.</li> <li>▪ Verbal abuse towards a student or member of staff</li> <li>▪ Videoing on mobile phones</li> <li>▪ Vandalism, damage to property or theft</li> <li>▪ Dangerous behaviour</li> <li>▪ Smoking, including e-cigarettes.</li> </ul>	<p><b>Examples of very serious incidents are:</b></p> <ul style="list-style-type: none"> <li>▪ Drug related issues.</li> <li>▪ Alcohol related issues.</li> <li>▪ Carrying an offensive weapon.</li> <li>▪ Swearing at a member of staff</li> <li>▪ Serious actual or threatened violence against another student or a member of staff.</li> <li>▪ Racist, sexist, or homophobic language.</li> <li>▪ Sexual harassment.</li> <li>▪ Sexual violence.</li> <li>▪ Bringing the school into disrepute.</li> </ul>

## Quality Assurance

Quality assurance walks will be undertaken by the senior leadership team in order to ensure that the consequence system is being applied consistently by all members of staff.

## The Report system

To support students in correcting their behaviour, we will issue students with report cards where we feel this is necessary. The trigger for the use of a report card include:

- Deteriorating behaviour

- A large number (or increasing number) of C2, C3 or more serious sanctions

For clarity the reporting system will operate so that:

- Actions that do not relate specifically to poor behaviour in or out of class will not accrue behaviour points.
- All students on report at the end of a term must successfully complete the report before being taken off.
- Heads of learning may use discretion when evaluating the appropriateness of a student being placed on report.
- The behaviour of students on report should be exemplary. The consequences are stated on the report cards.

## Uniform

For detailed information about school uniform, please refer to the [uniform policy](#). Of specific note, hoodies or any other clothing that is non-school uniform should never be worn under blazers on the school premises. These items can be confiscated by teachers and returned to parents/carers when they come to school to pick it up.

The school keeps a stock of uniform items, including shoes. If students attend school dressed inappropriately, the school will use a number of processes to rectify the issue. If the issue cannot be rectified the student may be placed in isolation (please see the uniform and appearance policy for more details)

We will periodically conduct formal uniform checks. These are used to check that standards are being maintained.

## Prohibited Items

There are a number of items, which are not permitted in school. Possession of these items carries a consequence that students can expect if they are in breach of the rules (see consequence table above). To encourage honesty, the consequence for bringing any contraband items into school may be lessened if students own up before a search takes place.

- Chewing gum
- Energy/fizzy drinks as they are linked to obesity, tooth decay and high blood pressure resulting in poor concentration
- Matches
- Lighters
- Cigarettes
- Electronic cigarettes (also known as 'e-cigarettes' or 'e-Lites')
- Mobile Phones, MP3 players and hand-held games consoles (if suspected of being used in contravention of the 'Mobile phone, MP3 player and Games Console Policy')
- Illegal substances
- Weapons

Please refer to our 'Behaviour Policy' for any other prohibited items.

## Mobile phones

It is our policy to allow students to have a mobile phone with them in school should they choose to do so. However, they should always be turned off and not used for any purpose. Please see the 'Mobile phone, MP3 and games console Policy' for details.

## Discretion

No behaviour policy or set of protocols can cover all eventualities. The Associate Headteacher reserves the right to use discretion to help The De Montfort School students make better choices and learn the right lessons.

## Reasonable adjustments

Where appropriate we will make reasonable adjustments for students, including those with special educational needs and/or disabilities, who have specific needs that mean they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means some students need additional support to ensure that they meet the high expectations that we have for all our students.

## Supporting our students to be reach the expected standard:

We will support our students to meet the high expectations by offering the following:

- Report cards;
- Pastoral support plans to improve their chances of successfully climbing the pyramid;
- Part-time timetables (for a designated period) to reintegrate back to a full-time timetable;
- Students who persistently fail to complete their homework are supported with compulsory homework club after-school;
- Additional pastoral support;

- Regular meetings with parents/carers;
- Additional careers advice and guidance from a specialised careers advisor;
- Restorative conversations with the teacher who gave students the consequence;
- Reflection letters to members of staff as part of restorative justice;
- Counselling from a trained counsellor;
- Behaviour panel meetings if a student has been in isolation 5 times or more during a term; and
- An alternative provision placement. See the 'Offsite/Alternative Provision Policy.'

## **Student support**

- Our Heads of Learning are available via email and we will write to you to confirm times during the week that they are available to speak on the telephone
- We have increased our Senior Intervention Tutors team to support more students in the school, the SITs for each year group are listed below:
  - Year 6 – Mrs Gouldburn
  - Year 7 – Mrs Green
  - Year 8 – Mrs Green
  - Year 9 – Mrs Waters
  - Year 10 – Mrs Malin
  - Year 11 – Mrs Charlton
  - Sixth Form – Mrs Jones
- Our Family Support Worker, Mrs Jennings, will continue to work with students and families to support their needs whilst also signposting them to relevant agencies. With families' consent, she can refer families for further family support. Her email address is: [cjennings@tdms.worcs.sch.uk](mailto:cjennings@tdms.worcs.sch.uk)
- Our school counsellor is Caroline Bourne. Heads of Learning and Senior Intervention Tutors will make referrals to Mrs Bourne for students who the pastoral team feel would benefit from additional support. We always get parental consent before any counselling sessions commence.