



Behaviour for Learning Policy

2025/26

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Approved by	QP/FGB	Signed	
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Review

The Behaviour Policy will be reviewed annually and approved via the Quality of Provision Committee of the full Governing Body. The outcome of the review and any subsequent changes to the policy will be communicated to all those involved and the policy amended accordingly. The Senior Leadership Team member responsible for Behavior and Attitudes will review the Behaviour Policy' each academic year.

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This policy should be read in conjunction with the following school policies:

- Safeguarding - Child Protection Policy
- Health and Safety
- Equal Opportunities Statement
- Teaching and Learning
- Acceptable Use Agreement - Staff & Students
- Suspensions and Permanent Exclusions Policy
- SEND Policy
- Attendance policy
- Mobile Device Policy

Introduction and Aims

At Dartford Science and Technology College (DSTC), we aim to educate and empower citizens of the future. We believe that every student has the potential to develop and succeed, preparing them for future challenges. Our Behaviour for Learning Policy establishes clear expectations and supports a positive learning environment.

Aims

- To keep all students and staff feel safe and supported at DSTC through positive relationships
- To create an environment to enable high quality inclusive teaching (HQIT) through consistency, support and challenge
- To ensure consistent application of the Behaviour Policy, securing behaviour for learning and high levels of self regulation
- Students accept responsibility for their behaviour and model British Values
- To create a culture of reward both in and out of the classroom and in every aspect of the school and wider community
- To secure praise in public and reprimand in private
- To ensure behaviour that does not meet our expectations is dealt with firmly and fairly, proportionately and appropriately
- To unite the DSTC community to work together to support everyone to be successful through a restorative approach

DSTC takes into consideration every individual student's needs, including those with Special Educational Needs (SEN), and/or their protected characteristics. Where necessary the school will take into account any diagnosed needs and where possible make reasonable adjustments, in line with the [Equality Act 2010](#), the [Education and Inspections Act 2006](#), the [Children and Families Act 2014](#), the [Special Educational Needs and Disability Regulations 2014](#) and [Keeping Children Safe in Education 2024 \(KCSiE24\)](#).

DSTC recognises the need to build positive relationships between students and staff, with a clear rewards and consequence system. To achieve consistency, roles and responsibilities are identified.

Our DSTC Partnership Agreement (Appendix 1) is supported by the DSTC values, which guide students behaviour, interactions and personal mindset throughout the school day.

DSTC Values

1. I am creative; we think differently

To embrace creativity and encourage innovative thinking, recognising that diverse perspectives enhance our learning experience.

2. I am kind; we are compassionate

To promote kindness and compassion in our interactions, understanding that empathy strengthens our community.

3. I am curious; we ask questions

To foster a culture of curiosity where asking questions is encouraged, leading to deeper understanding and exploration.

4. I am resilient; we are determined

To build resilience by facing challenges with determination, understanding that perseverance leads to growth.

5. I am brave; we are courageous

To use my voice responsibly to respect the opinions and beliefs of others, fostering an inclusive environment where everyone feels valued.

6. I have a voice; we speak up

To advocate for equity, diversity and inclusion to empower upstanding citizens.

Roles and Responsibilities at Dartford Science and Technology College

1. Governors: Ensure fair application of policies and review suspension/exclusion incidents.

2. Principal: Oversee policy implementation and manage suspensions/exclusions.

3. All members of **SLT** will oversee the implementation and day-to-day management of behaviour at DSTC. They review Raising Standards Leaders' (RSLs) recommendations for suspensions to ensure consistency and parity of both the sanction and the investigation.

4. Raising Standards Leaders (and Deputies) are responsible for the behaviour in their year group and take a lead role in rewarding good behaviour, investigating with their Pastoral Lead any behaviour incident.

5. The Director of SEND (SENDCO) and SEND team are responsible for advising the Leadership Team regarding individual special educational needs and how these are taken into account regarding an incident - identifying any reasonable adjustments.

6. House Leaders are responsible for organising and monitoring house activities and awarding house points for character traits developed as part of the reward system.

7. All staff are responsible for ensuring the policy and procedures are followed consistently and fairly applied. Staff are responsible for asking for help, support or guidance if they feel they need it.

8. Subject teachers are responsible for the learning, behaviour and progression of all students within the lesson. Any behaviour issues occurring in the lesson must be logged onto Bromcom. Consequences are set in line with behaviour procedures. Subject teachers are also responsible for communicating concerns to parents/carers. Any students who have repeated negative behaviour incidents in a subject will be referred to the DoL or Subject Lead (SL) for further intervention.

9. Form Tutors are responsible for reviewing behaviour, both positive and negative, of their tutees and for implementing appropriate support and challenge mechanisms under the guidance of their RSL/DRSL. This includes uniform and jewellery/makeup and other transgressions and recording stars/house points. Form Tutors are responsible for daily uniform, lanyard, makeup and jewellery checks.

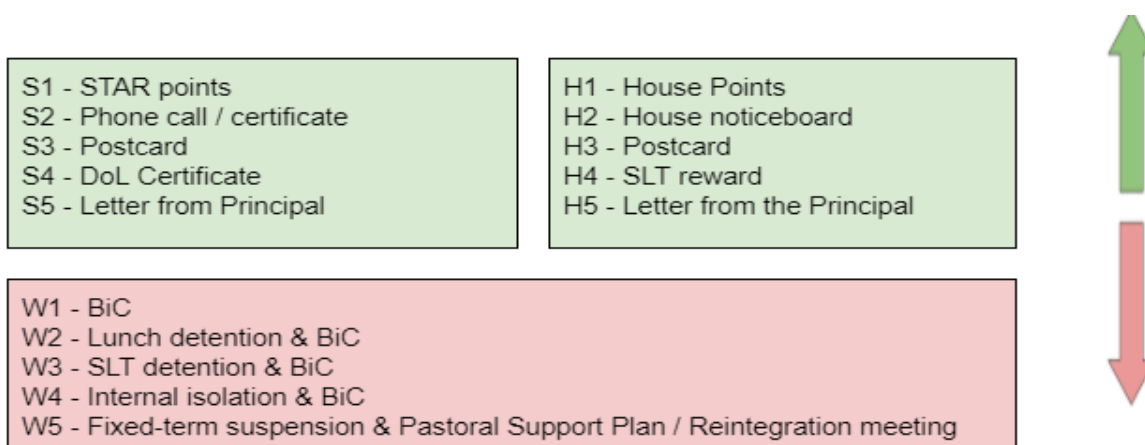
10. Pastoral Leaders are responsible for the day-to-day monitoring of student behaviour in their year groups, working with their RSLs. Pastoral Leaders are responsible for leading restorative meetings, arranging Pastoral Support Plans meetings with parents and the RSL, arranging external support as agreed by the RSL or Inclusion Team, monitoring and dealing with uniform issues, mentoring, and being the first point of contact for parents. Pastoral Leaders are also responsible for the writing and review of Individual Health Care Plans (IHCP) under the guidance of the VP and the RSLs.

11. Parents/carers will be expected, encouraged and supported to take responsibility for their child both in and outside of school. Any incidences that bring the name of the school into disrepute will be dealt with under this policy.

12. Students are expected to take full responsibility for their own behaviour both in DSTC, in the community and online, and will be made aware of the school policy and code of conduct expectations through assemblies and other activities and lessons.

Behaviour Procedures

The school rewards students who demonstrate the values set out in the school's vision and who make a positive contribution to the school both in the classroom and beyond.



Anti-Bullying Statement for Dartford Science and Technology College

At DSTC, we are committed to fostering a safe and nurturing environment where every student can thrive. Bullying in any form whether physical, verbal, or emotional will not be tolerated. We believe that every individual has the right to feel safe and respected, and it is our collective responsibility to uphold this principle.

Aligned with our core values of 'I am Kind and We are Compassionate', we strive to create a DSTC community that embraces empathy, emotional intelligence, and a caring nature. We encourage all students to demonstrate kindness and support one another, fostering a culture where everyone feels valued and included.

As a diverse and multicultural school, we celebrate the variety of cultures, religions, and individualism that make up our community. Our strength lies in our diversity, and we recognise that differences enrich our learning environment. We stand united against all forms of bullying, ensuring that every student is treated with dignity and respect.

DSTC strives to create a community where everyone feels safe, respected, and empowered to be their authentic selves. At DSTC, we are dedicated to promoting a positive and inclusive atmosphere, where kindness prevails, and bullying has no place.

DSTC takes all forms of bullying seriously, including cyberbullying. Students are taught about bullying in ICE lessons, through the Tutor Time programme and assemblies. Further information can be found in the Anti-Bullying student guide (Appendix 2).

Bromcom - My Child At Home (MCAS)

Parents/Guardians can use the **My Child at School (MCAS) app** to see their child's STAR, House Point rewards for the year as well as monitoring any behaviour points. The app can be downloaded from the Apple App store or Google Play Store.

Behaviour Procedures: Rewards

Students at DSTC have two ways to be rewarded using the school achievement log on Bromcom.

DSTC Stars are used to reward academic effort. STARS are given where a strong work ethic is displayed, with students attaining goals, academic or otherwise, consistently in all areas of school life. (see Appendix 3)

House Points are used to reward Character Education. This means students are rewarded for participation in house events, assemblies, wider contribution to school life and for demonstrating the DSTC values, resilience, confidence, courtesy, respect, truthfulness, courage and generosity. In addition, students are awarded for participating in or organising House Events (see Appendix 4).

To promote positive behaviour and academic engagement, we recognise it is important to display, celebrate and advertise achievements regularly throughout the year. This is achieved through half-termly Celebration of Success assemblies, and through the newsletter and social media (where appropriate). Reward stars (academic achievement) and House Points (character) recorded and monitored through the use of Bromcom. House assemblies celebrate non academic achievements, celebration of success assemblies, academic success.

Behaviour Procedures: Consequences

At Dartford Science and Technology College (DSTC), we recognise that behavior challenges may arise in any educational setting. To address these challenges effectively, we have established a clear and structured behavior management system, referred to as W1 to W5. This system is designed to promote and reinforce the appropriate behaviors expected of all students, whenever they are representing DSTC, both in and outside of school.

Our approach emphasises the importance of the DSTC Partnership Agreement, which serves as a guiding framework for acceptable behavior. Students are encouraged to engage with this code actively, understanding that it outlines the standards and expectations required as a member of the DSTC community. By fostering a culture of respect, responsibility, and accountability, we aim to cultivate an environment where all students feel safe, supported, and empowered to succeed.

All stakeholders including students, parents, staff, and governors are informed of the behavior standards we uphold at DSTC. This transparency ensures that everyone is aligned in their understanding of what is expected and how we can collectively contribute to a positive school culture. Through consistent application of the W1 to W5 system, we are committed to addressing any behavior challenges promptly and fairly, enabling our students to thrive academically and pastorally.

W1: Verbal Warning - Discussion about behaviour.

W2: Removal to another classroom - Lunch detention issued.

W3: On Call - Serious disruptions lead to a Friday detention.

W4: Internal Isolation for persistent issues.

W5: Fixed-term suspension for severe misconduct.

(see Appendix 5/6 for a more detailed explanation of the W1 - W5 consequences)

Reports

In order to support our behavioural procedures, DSTC will use a variety of reports to monitor, understand and improve challenging behaviours while also reinforcing positive conduct. They serve as a structured communication and intervention tool involving the student, teachers, and parents. DSTC uses the following reports: Positive, Punctuality (lateness to lessons), Uniform and Subject. Students may also be placed on Form Tutor report, escalating to HoY/DRSL/RSL and then SLT. Parents will be informed when a student is placed on a report. Students are given specific SMART targets and are expected to get their report signed after each lesson. Parents are also expected to sign to say they have seen the report and are aware of the progress their child is making.

Behaviour Improvement Conversations (BICs)

BICs aim to improve behaviour through restorative discussions. Teachers will engage students in conversations to clarify behaviour, explore solutions, and agree on next steps. (See Appendix 5)

Internal Exclusions, Suspensions, and Permanent Exclusions

DSTC will internally isolate or internally suspend students if their behaviour is having a negative impact upon the learning of others or if their anti-social behaviour, including defiance, is serious. Isolation is intended to be a serious sanction (a step that could be used before issuing a fixed term suspension) and restorative work completed together with providing an opportunity for the student to reflect upon their behaviour. A student can be placed in isolation by a member of the Senior Leadership Team or Raising Standards Leader only. All placements into Isolation are planned by members of this team. These are discussed in regular inclusion meetings.

For very serious or extreme anti-social behaviour, DSTC follows the DfE guidance on Exclusion from Maintained schools, Academies and Student Referral Units in England (September 2023).

Incidents of both positive and negative behaviour are recorded by staff on Bromcom by the process of issuing positive stars/house points and negative behaviour points. The issuing of behaviour points is not a sanction in itself but a way to track, record and measure behaviour. Behaviour points should not be added cumulatively for a series of events within the same incident. In such cases the infringement that carries the highest points should be recorded and the details of other behaviours can be added as a note.

The suspensions section lists anti-social behaviour and the consequences that could follow that behaviour. We recognise all staff must consistently apply sanctions when behaviour is anti-social. This may be inside or outside the classroom. All students will be aware of the consequences through assemblies, Form Tutor sessions and information throughout the school.

Information regarding internal exclusions, suspensions and permanent exclusions can be found in the Suspensions and Permanent Exclusions Policy and will run alongside the standards and expectations, DSTC values and student code of conduct.

Please see the **Suspensions and Permanent Exclusions Policy 2025** for further information.

Internal Isolations

Students may be placed in the Internal Isolation Room (IR) for serious or persistent behaviour issues. This is a reflective space where students can consider their actions.

Searching Students and Use of Reasonable Force

At Dartford Science and Technology College (DSTC), the safety and well-being of our students is of utmost importance. To maintain a secure environment, searches may be conducted under specific circumstances outlined in our behavior policy.

The reasons for administering a search can include concerns about the possession of prohibited items, such as weapons, illegal substances, or any materials that may pose a risk to the safety of students and staff. Ensuring a safe school environment is essential for fostering a positive learning atmosphere, and such measures are in place to protect all members of the DSTC community. Further information can be found in the 'Searching, Screening and Confiscation' section (Appendix 7 for more information).

In some instances where students are in immediate danger or at risk of causing harm to a member of staff, student or themselves appropriate reasonable force may be used to intervene within an incident (see Appendix 8)

Use of Mobile Phones and Technology

Dartford Science and Technology College is implementing the '**On Site Out of Sight**' mobile device policy starting in September 2025, aligning with the Department for Education's guidelines regarding mobile phone use in schools.

The consequences for not adhering to the 'Mobile Phone and Devices policy will be the following:

- First time the phone is seen (M1): the phone will be returned at the end of the school day, but this will be recorded on bromcom as a negative behaviour incident.
- Second time the phone is seen (M2): parents will need to collect the phone from reception. The appropriate Pastoral Lead or Raising Standard Lead will contact you.
- Third time the phone is seen (M3): will result in a one-hour detention with a member of the Senior Leadership Team. Parents will be notified, and they will need to collect the phone. Repeat behaviour may lead to a requirement to hand the phone in daily.
- Fourth time the phone is seen (M4): the school behaviour policy will be actioned, resulting in a day in isolation and the requirement to hand the phone in to reception each morning.

Please see the '**Acceptable use of Mobile Phones or Devices (Years 7-13)**' for further information.

Uniform Standards and Expectations

At DSTC, we uphold a uniform policy that reflects our commitment to high standards and expectations within our school community. Students are required to wear their uniform, including their PE kit (on specific days when they have PE timetabled), as part of our community requirements. Adhering to this policy is essential in maintaining a sense of unity and pride among students. Failure to meet these uniform standards will result in consequences as outlined in the Behaviour standards and expectations consequences (see

Appendix 6) and the DSTC Uniform requirements (Appendix 9).

Appendices

Appendix 1: Dartford Science and Technology College - Partnership Agreement

Appendix 2: Anti-bullying Guide & Student Self-Referral Form

Appendix 3: Star Points

Appendix 4: House Points

Appendix 5: Behaviours not meeting DSTC Standards, including Behaviour Improvement conversations (BIC)

Appendix 6: Behaviour Standards and Expectations - Consequences

Appendix 7: Searching, Screening and Confiscation protocol and Behaviour Management Examples

Appendix 8: Use of Reasonable Force

Appendix 9: DSTC Uniform Guide

Appendix 10: References and Associated Resources

Appendix 1 - Dartford Science and Technology College - Partnership Agreement

DSTC Community Values

At Dartford Science and Technology College (DSTC), our values are designed to foster a positive and respectful environment that informs our actions and interactions with one another.

DSTC Values

1. I am creative; we think differently

To embrace creativity and encourage innovative thinking, recognising that diverse perspectives enhance our learning experience.

2. I am kind; we are compassionate

To promote kindness and compassion in our interactions, understanding that empathy strengthens our community.

3. I am curious; we ask questions

To foster a culture of curiosity where asking questions is encouraged, leading to deeper understanding and exploration.

4. I am resilient; we are determined

To build resilience by facing challenges with determination, understanding that perseverance leads to growth.

5. I am brave; we are courageous

To use my voice responsibly to respect the opinions and beliefs of others, fostering an inclusive environment where everyone feels valued.

6. I have a voice; we speak up

To advocate for equity, diversity and inclusion to empower upstanding citizens.

Student Responsibilities

I recognise that I am responsible for my own achievements and I will always approach opportunities and challenges with a positive mindset.

I will:

1. Follow the DSTC community vision and values guidance
2. Maintain the standards and expectations outlined in the DSTC Behaviour for Learning Policy
3. Attend DSTC regularly and on time.
4. Wear the lanyard and school uniform, (dress code in Post 16) correctly (including to and from school) and bring all the equipment I need every day.
5. Follow the DSTC uniform, make-up and jewellery code.
6. Keep up to date with my homework.
7. If I choose to bring a mobile phone or other communication device to DSTC it will always be switched off and placed in my lockable phone pouch.
8. Represent DSTC positively within the local, wider community and on external visits or trips.
9. Demonstrate empathy and understanding, recognizing that each student has unique challenges

10. Ensure I help keep everyone safe and maintain responsibility for my own actions

Parental Responsibilities

As parents, we acknowledge that we have chosen to send our child to be educated at Dartford Science and Technology College.

As parents I/we commit to:

1. Support my child in fulfilling their student responsibilities.
2. Support the values and policies of DSTC and encourage my child to do their best.
3. Use the 'MCAS' App to track my daughter/son's attendance, behaviour and rewards.
4. Provide a working environment for my child to do their homework and support them in completing this.
5. Inform DSTC of any concerns about my child's learning or welfare in a constructive way.
6. Attend all parents' evenings and discussions about my child.
7. Take family holidays during school holidays or recognise that fines may be issued.

DSTC's Educational Responsibilities

We acknowledge our responsibility to support parents in their task of raising their children to be prepared for the wider world.

DSTC will:-

1. Ensure school policies are readily available to parents on the DSTC website and act in accordance with them.
2. Let parents know about any concerns or problems that affect their child's progress.
3. Share with parents regular assessments and progress reports.
4. Share key attendance / behaviour and rewards information via the MCAS App.
5. Keep parents informed about school activities and changes through regular letters home, newsletters and notices about special events.

Acknowledgment

By signing below, you acknowledge your understanding and commitment to the DSTC Student Code of Conduct. Together, we will create a positive and respectful learning environment.

Student and Parent Agreement:

By signing below, you acknowledge your understanding and commitment to the DSTC Student Code of Conduct. Together, we will create a positive and respectful learning environment.

Student Name: _____

Signature: _____

Date: _____

Parent/Guardian Name: _____

Signature: _____

Date: _____

Thank you for your commitment to making DSTC a great place to learn and be a student.

Appendix 2 - Anti Bullying Policy student guidelines and expectations

As a student: what can you do if you are being bullied?

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be an individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Walk confidently away. Go straight to a teacher or member of staff.
- Fighting back will make things worse.
- Tell an adult as soon as you feel threatened by anyone's actions. They will be able to support you.
- Teachers will take you seriously and will try to deal with the bullies in such a way to stop the bullying.
- Not telling protects the bully or bullies and gives the message that they can continue, perhaps bullying others too.

Online/Cyber-bullying

DSTC takes all forms of bullying very seriously, including bullying that exists online or using digital devices. In order to support staff and students with staying safe online, we have undertaken a whole-school approach to training. Students all undertake the Online Safety Alliance (OSA) Certificate Training and staff have completed the Online Safety training.

If you know someone is being bullied

- Take Action! Watching and doing nothing (bystander apathy) looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult immediately. Teachers have a way of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be friends with the bully.

Procedures to be used in cases of bullying:

- A written account by the victim and bully and any witnesses are taken by staff and kept on the student's file.
- The bully is spoken to by a member of staff and told to stop.

The appropriate sanction is put into place depending on the severity of the incident and whether the incident is a one-off or on-going:

- 1) Internal Exclusion at break and lunchtime;
- 2) Parents or guardians informed;
- 3) Restorative meeting between the victim and bully;
- 4) If the bullying does not stop, a full day in Internal Exclusion;
- 5) Youth Crime Reduction Officer to provide support; If incidents continue, report incidents to the Police.

Students are able to self or peer refer if they are concerned (as per the Safeguarding Policy):

[Student Wellbeing/Safeguarding Self & Peer referral form](#)

Appendix 3: Star Points

Please see below the STAR reward structure and how DSTC students can attain positive points, recording on Brocom and can be accessed via the My Child at School (MCAS app).

Behaviour Policy: STAR Reward Structure



		Action	Reward
S1	Day-to-day (1 Achievement Point)	<i>Examples include:</i> <ul style="list-style-type: none"> A noteworthy piece of work Excellent homework 	<ul style="list-style-type: none"> Verbal Praise 1 Star
S2	Ongoing Achievement (5 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> Prolonged excellence in a class Referred to RSL / DOL for outstanding work Representing a department or Year Group at DSTC for academic reasons 	<ul style="list-style-type: none"> A Positive phone call home 'Great attendance' certificate 5 Stars
S3	Sustained Achievement (10 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> Commitment to excellence in a subject over a half term Having multiple features in the school Newsletter Taking part in 3 or more academic events with your teacher 	<ul style="list-style-type: none"> Postcard home 100% attendance certificate Improved attendance certificate 10 Stars
S4	Exceptional Achievement (20 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> Sustained improvement in a subject Nomination of excellence to SLT from a DOL / RSL 	<ul style="list-style-type: none"> Director of Learning Letter home Conduct certificate (RSLs) RSL letter home/completed star CONDUCT Card SLT letter home 20 Stars
S5	DSTC Commendation for Excellence (50 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> Achievement that is beyond the norm. Academic acts or achievements that have a whole-school effect or show year-on-year commitment to a subject. 	<ul style="list-style-type: none"> A letter home from the Principal 50 Stars

Appendix 4: House Points

Please see below the House reward structure and how Dartford Science and Technology students can attain positive points, recording on Brocom and can be accessed via the My Child at School (MCAS app).



Behaviour Policy: House Point Reward Structure

		Action	Reward
H1	Day-to-day (1 Achievement Point)	<i>Examples include:</i> <ul style="list-style-type: none"> Participating in a House Event Displaying DSTC Values Being a good citizen e.g tidying, being courteous, helping others Show resilience / confidence 	<ul style="list-style-type: none"> Verbal Praise 1 House Point
H2	Notable Achievement (5 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> Participating in 3 different House events during a large term 1st place in a House Event Helping to organise a House Event 	<ul style="list-style-type: none"> A note on the House noticeboard 5 House Points
H3	Sustained Achievement (10 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> Participating in 6 different House Events during a school year Becoming a House Ambassador and helping run at least 1 whole-school event. Helping to organise 3 events over a school year 	<ul style="list-style-type: none"> Postcard home (from the House Leader) 10 House Points Ambassador badge (for House Ambassadors)
H4	Exceptional Achievement (20 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> Becoming House Captain Completing a "House Award" of any level Public acts of kindness 	<ul style="list-style-type: none"> Postcard home SLT House Lead. 20 House Points
H5	DSTC Headteacher's House Award (50 Achievement Points)	<i>Examples include:</i> <ul style="list-style-type: none"> Any achievement that enhances the name and profile of DSTC through the House System - supporting your House charity in a significant way, or suggesting, developing and running a new, successful event 	<ul style="list-style-type: none"> A letter home from the Principal to you and your parents/carers. 50 House Points
<p>Students are encouraged to demonstrate the DSTC values and can be awarded House Points for each category. Badges, certificates and rewards will be awarded using the House point system above.</p> <ul style="list-style-type: none"> I am creative; we think differently I am resilient; we are determined I am kind; we are compassionate I am curious; we ask questions I am brave; we are courageous (we dare to dream) I have a voice; we speak up 			

Appendix 5: Behaviours not meeting DSTC Standards and Expectations

Consequences of poor standards and expectations:

A clear and progressive behaviour system promotes positive **Behaviour for Learning**, underpinning DSTC values. Students are aware that focus and engagement in lessons will result in rewards. Low-level behaviour and non engagement can result in non-verbal warnings from staff, followed by behaviour points (W1 onwards).

- **Non Verbal signal** - for example, waiting for quiet, raised eyebrows, or a hand up from the teacher will be given to try and make the student aware of the behaviour.
- **W1** - Verbal Warning - students are expected to improve behaviour (with teacher support if needed). A brief Behaviour Improvement Conversation (BIC) will be had with the class teacher either during the lesson or at the end of the lesson. This is recorded on Bromcom by the original class teacher. Students may be expected to complete unfinished work in their own time.
- **W2** - Removal to another classroom - students are expected to leave the classroom, take bags and books/work with them, and work within another classroom as directed by the teacher. DoL/RSL lunch detention will be issued. This is recorded on Bromcom by the class teacher. The receptionist will issue a reminder slip for the RSL lunch time detention in B009.
- **W3** - On Call - where there is serious disruption to the learning of others and/or a safety concern, students are taken to their Pastoral Leader or a member of the Leadership Team via On Call triggered by the teacher. An investigation will be started if needed and Friday SLT detention will be issued if Isolation or suspension is not required. The initial incident is recorded on Bromcom by the class teacher and updated by the RSL/SLT member making the decision. The Pastoral Leader will inform parents by phone.

Students who receive two W3s in a week will additionally be required to complete a day in Isolation. Parents will be emailed about this on the day. It will be monitored by Pastoral Leaders and authorised by RSLs in liaison with the Senior Vice Principal.

There may be incidents where the teacher makes a decision to exit the student via On Call (W3), for example, where the student's behaviour is preventing the teacher from teaching the lesson. The student is expected to be escorted to their Pastoral Leader or RSL. The teacher must record the incident on Bromcom immediately. The incident will be investigated and a decision regarding a sanction such as isolation or suspension will be considered.

If a student's behaviour is having a significant impact on teaching and learning, the Principal (or Vice Principal in her absence) may decide to issue a suspension. A suspension form should be completed by the RSL/VP and discussed with the SVP to ensure parity of implementation of the behaviour policy.

Teachers may challenge students when:

- Taking part in any school-organised or school-related activity, including any school trips and visits

- Travelling to or from school and wearing DSTC uniform
- If identifiable as a student at the school, including online, and display unkindness, bullying comments or bring DSTC into disrepute by their actions.

Or at any time, whether or not the conditions above apply, when:

- Behaviour could have repercussions for the orderly running of the school
- Behaviour poses a threat to another student or member of the public
- Behaviour could adversely affect the reputation of the school.

Parental/carer support is expected when the school applies an after-school detention as one of the consequences to address inappropriate behaviour. It is important parents realise that the school has the statutory power under the Education and Inspections Act 2006 to detain students even without parental permission, although we will always attempt to notify parents. When an hour SLT after-school detention is issued we will contact home by telephone where possible.

Behaviour Improvement Conversations are used to improve student behaviour. Instead of a traditional detention, a conversation that is **certainly** going to take place is often more effective because it addresses the behaviour in real time.

Teachers are asked to discuss individually with students three questions:

1. State the behaviour: '***I noticed*** that you were talking over me in xxxxx lesson. What happened? What's the matter? Why do you think it brings you here?'
2. Ask what needs to be done to remedy the situation: 'What could you do better next time? What could you do differently? What could you do to improve your behaviour in the next lesson?'
3. Restate the agreed action: 'So next time you will _____ in your _____ lesson. Thank you.'

End the mini meeting on a positive: '**I look forward to teaching you the next lesson with a fresh start.**'

BIC	Lunch Detention	After-school Detention	Isolation	Suspension
Teacher	RSL/DoL	SLT	RSL/SLT	RSL/SLT - VP/P
In lessons or immediately after.	30 minutes	1 hour	1 day	Up to 5 days or sixth day provision when required

Procedure:

- BICs will happen either during the lesson or immediately after the lesson.
- Teacher records the BIC on Bromcom.
- If the student repeats the behaviour, then W2 should be followed - removal from the lesson and a lunch detention set by the class teacher with the RSL on Bromcom.

Appendix 6: Behaviour Standards and Expectations - Consequences*

	W1 Behaviour Improvement Conversation (BIC) (Teacher)	W2 Lunch Detention 20 mins (RSLs DoLs SLT)	W3 Friday Detention After school - 1 hour (SLT)	W4 Internal Suspension Isolation Full Day (Via RSL or SLT)	W5 Suspension/PE X (Permanent Exclusion) Via VP/Principal
Examples of behaviours leading to consequence (list not exhaustive)	Incomplete work	Failure to complete BIC with teacher	Failure to attend lunchtime detention	Unkind words or actions	Repeated failure to meet our standards of behaviour and adhere to our values
<i>Repetition of negative behaviours will result in withdrawal of individual(s) from the lesson.</i> *The table does not represent a finite list	Lack of work in lessons	Removal from a lesson (W2). Exit room used	On call from removal lesson (W3)	Failure to attend Friday detention	Open and/or repeated defiance
	No homework	Stealing from the canteen	Serious breach of school rules	Refusal to comply with a senior member of staff	Wilful damage to property
	Verbal warning given (W1)	Foul or inappropriate language	Rudeness towards a member of staff	Swearing directed at a member of staff	Endangering the safety of others
	Low level disruption - despite warning	Unsuccessful tutor report	Unsuccessful RSL report	Vandalism/ bullying/threat ening behaviour	Fighting
	Uniform infringement	Failing to attend break detention	2 lunch detentions	Second removal from a lesson (week)	Abusive or derogatory language directed at a member of staff or student
	Lateness to school	Late three times in a week	Bullying - 1st time	Failure to remove nails or eyelashes	Persistent Bullying
	Wearing inappropriate jewellery	Failure to follow instructions or low level	Derogatory or discriminatory language	Truancy - offsite	Racist language or prejudicial behaviour

		disruption after after previous warnings and W1		(number of days dependent on length of truancy)	
	Lateness to lessons	Dropping litter	Defiance	Fourth confiscation of mobile phone	Consuming or being in possession of alcohol or drugs on site
		Second confiscation of mobile phone	Internal truancy	Unsuccessful SLT report	Vaping or in possession of a vape/vape paraphernalia
			Third confiscation of mobile phone	Repeated phone pouch misuse	Possession of a bladed weapon or knife
			Deliberate misuse of phone pouch		
Sanction for failing to attend	Lunch detention	SLT detention	Internal isolation	Further internal isolation or suspension	Further suspension or permanent exclusion
Location	Tues/Thurs B110	B103	B103	B103	Home

Mobile Phone Consequences M1-M4

Students are required to abide by the mobile device policy and the use of the phone pouches. Failure to adhere to the policy and being found to be using a phone will result in the following during the academic year:

1st Confiscation	M1	Mobile device confiscated until the end of the school day
2nd Confiscation	M2	Parents/carers will be required to collect the device from reception and a discussion with the Pastoral Team will be required.
3rd Confiscation	M3	A Senior Leadership detention (1 hour) will be issued and parents contacted by Pastoral lead/RSL. The mobile device will be required to be collected by the parent/carer.
4th Confiscation	M4	Any further incidents of a breach of the policy will result in students

		being placed in internal isolation for the day and a parental meeting.
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Consequences

DSTC will use the following types of detention or suspensions for students that fail to meet the standards and expectations within the Behaviour for Learning policy.

1. Behaviour Improvement Conversation - a restorative conversation
2. Lunch detention
3. Friday after-school detention
4. Internal Suspension/Isolation
5. External Suspension

Appendix 7 - Searching Students (DfE - Searching, Screening and Confiscation - Advice for Schools July 2022)

An appropriate location for the search should be found. Where possible, this should be away from other students. The search must only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

The law states the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search.

The Principal and the Designated Safeguarding Lead (DSL) are the only members of staff that are allowed to sanction a search. All searches must be reported to the Designated Safeguarding Lead (DSL) via Bromcom.

The Principal and DSL have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item or any other item that the school identifies as prohibited.

There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only:

- If the member of staff carrying out the search reasonably believes there is an immediate risk that serious harm will be caused to themselves or others if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is entered on Bromcom
- The extent of the search: A member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.
- The person conducting the search must not require the student to remove any clothing other than outer clothing. Outer clothing means any item of clothing that is

not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

- Possessions means any goods over which the student has or appears to have control - this includes desks, lockers and bags.
- A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the student agrees. Schools can make it a condition of having the locker or space that the student agrees to have it searched. If the student withdraws their agreement to a search, a search may be conducted both for the prohibited items listed and any items identified in the school rules for which a search can be made.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The member of staff's power to search outlined above does not enable them to conduct a strip search. This is only allowed to be conducted by the Police and the DfE Guidance (July 2022) should be followed.
- The member of staff may use a metal detector to assist with the search.
- Parents should always be informed that searches have taken place.
- Parents will be informed of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- Any prohibited items should be disposed of appropriately:
- Controlled drugs delivered to the police as soon as possible. Sometimes the police will ask the school to dispose of substances. This will take place with a second member of the safeguarding team present.
- Pornographic images should not be circulated. If it constitutes a specific offence, it will be delivered to the police as soon as reasonably possible.
- Stolen items will be taken to the police or returned to their owner where proof is available.
- Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.
- Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

Records made during a search will include:

- the date, time and location of the search
- which student was searched
- who conducted the search and any other adults or students present
- what was being searched for
- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search.

The Principal or DSL is responsible for analysing data into the number of searches carried out. Schools who conduct a high number of searches should consider whether the searches fall disproportionately on any particular groups of students by analysing the recorded data. In such cases where searching is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Appendix 8: Use of reasonable force

The school follows guidance from the DfE.

- All school staff have the power to use reasonable force. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances
- Force can be used to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury
- 'Reasonable' means using no more force than is needed
- Parents will be informed as soon as possible if reasonable force has been used
- School staff have the legal power to use reasonable force if they believe such force is needed to prevent students from committing an offence, injuring themselves or others, or damaging property; and to maintain good order and discipline in the classroom
- It is always an individual choice for a member of staff to engage in using reasonable force within the guidelines of the policy if they feel confident and safe to do so
- Teachers can discipline a student any time the student is in school or elsewhere under the charge of a teacher, including on DSTC visits (DfE February 2014)
- Corporal punishment is illegal in all circumstances.

Examples of using reasonable force include to:

- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts
- Remove disruptive students from the classroom where they have refused to follow an instruction to do so
- Prevent a student from behaving in a way which disrupts a school event or a school trip or visit
- Prevent a student from harming others

Appendix 9 - DSTC Uniform Code

DSTC Uniform Code 2025-26

Uniform in Years 7 – 11

- Black Blazer with embroidered logo*
- Black Pleated Skirt – **to be worn knee length** or black tailored trousers
- School Tie: maroon and gold - for Years 7 to 10, plain maroon for Year 11
- Plain white school shirt, long or short sleeved
- Plain black V neck jumper may be worn under the blazer in cold weather
- Plain white or black socks or black / skin tone tights
- Plain flat, black school shoes (no canvas shoes or trainers). Kickers may be worn but they must be black with black laces.
- Plain coat (without logos)
- White Lab Coat (optional)
- Year Group Lanyard with House Badge.

PE Kit - worn to school on PE / Dance lesson days (All Year Groups except Post 16)

- Plain black shorts or skort - **must be thigh length**
- Plain black joggers / leggings
- Maroon hooded DSTC sweatshirt, embroidered with student initials
- White DSTC polo shirt with logo and student initials
- Non-Marking Trainers (no canvas)- black or white
- Plimsolls or ballet shoes for dance (optional)

* A separate 'sew on' badge is also available to purchase from our uniform suppliers.

In addition to the basic College uniform the following rules apply:

- **Hair:** students must not attend DSTC with hair that is dyed any colour other than a natural looking one. Students are not allowed to wear wigs unless there is a medical/cultural reason to do so. Extreme hairstyles are not permitted.
- **Headwear:** students are not allowed to wear hats, bandanas, twine, beads or large bows or headscarves in their hair.
- **Religious headwear** is an accepted part of the College uniform: These to be plain black, maroon or dark blue.
- **Jewellery:** Students should not wear any type of jewellery except a wristwatch and a small pair of stud earrings (one in each lower lobe of the ear).
- **Piercings:** Any visible body piercing or inappropriate jewellery should be removed by the student before entry to DSTC. ***Any new piercings should be completed at the start of the summer holiday to allow sufficient time for healing as when students return to DSTC they will need to remove them.*** Covering them up is not an option.
- If a student wishes to wear jewellery which has **religious significance** the parent needs to contact the RSL / Vice Principal (Pastoral) in advance for permission.
- **Makeup** is not permitted in Key Stage 3.
- In Key Stage 4, **makeup** should be discrete and natural looking. It is at the discretion of RSL's / SLT to judge whether a student needs to remove makeup.
- **False eyelashes are not permitted (students will be placed in Internal isolation until removed)**
- **Nails** should be kept short and natural with no nail varnish. False nails of any description are not permitted. **(students will be placed in Internal isolation until removed)**
- **Ties:** Ties must be worn at all times. Students in Years 7 to 10 must have their tie long enough to show a minimum of five sets of stripes (Year 11 ties should be the length of an open handspan).

Appendix 10 - References and Associated Resources:

- *DfE (May 2019) - The Timpson Report*
- *DfE (Nov 2018) - Mental Health and Behaviour in Schools*
- *DfE (Jan 2016) - Behaviour and Discipline in schools, Advice for Headteachers and School Staff*
- *DfE (Jan 2018) - Searching, Screening and Confiscation*
- *DfE (Sep 2017) - Exclusion from Maintained schools, Academies and Student Referral Units in England. Updated September 2021*
- *DfE Guidance on Bullying, Don't Suffer in Silence*
- *Education Act 2011*
- *school Standards and Framework Act 1998*
- *Education and Inspections Act 2006*
- *school Information (England) Regulations 2017*
- *Equality Act 2010*
- *schools (Specification and Disposal of Articles) Regulations 2012*
- *Children and Families Act 2014*
- *Special Educational Needs and Disability Regulations 2014*
- *DfE Keeping Children Safe in Education 2022*
- *Education Endowment Fund (EEF) - Behaviour Research Report 2019*
- *DfE Character Education 2019*
- *DfE Behaviour Hubs 2021*
- *DfE Creating a culture: a review of behaviour management in schools 2020*
- *Searching, Screening and Confiscation Advice for schools July 2022*
- <https://www.kelsi.org.uk/news-and-events/news/primary/managing-vapes-in-schools>
- *Suspensions and permanent exclusions: (DfE September 2023)*
- *EEF Guidance*
- *Square Pegs: Inclusivity, compassion and fitting in – a guide for schools - Fran Morgan, Ellie Costello, et al Feb 2023*
- *When the Adults Change - Paul Dix*
- *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support - Bill Rogers*
- *DfE - Mobile phones in schools, Feb 2024*