



The Dukeries Academy Strategy for Positive Behaviour

'Behaviour is Everybody's Business'

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Introduction

Our aim at The Dukeries Academy is to establish a positive ethos and high expectations of learning, so that students **ASPIRE** to be the best they can be, **ACHIEVE** high standards and **CONTRIBUTE** to the community in and out of school.

This strategy is a working document for staff, students and parents and is based on the following key principles;

- All students are able to learn in a safe environment that supports and challenges them.
- All students have a right to a high quality education regardless of their ability or background.
- All students have a clear understanding of the Academy's expectations; desired behaviours should be actively taught and positively encouraged.
- Behaviour is everybody's business; promoting positive behaviour is the responsibility of all members of the academy community.

Roles and Responsibilities

The Principal & the Governing Body

- Define the principles underlying the Academy's behaviour strategy.
- Ensure that the strategy promotes equality for all students and addresses individual needs.
- Monitor and evaluate the implementation of the policy by receiving reports and data.
- Support the practical strategies of the policy by holding disciplinary panels for students and their parents/carers when there are serious concerns.

The Senior Leadership Team

- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all students and addresses individual need.
- Quality assure behaviour systems including analysing relevant data linked to continually raising students' achievement.
- Deal with serious referral issues.
- Set up and lead relevant teams eg Inclusion team, Attendance team.

Subject Leaders

- Ensure there is consistent use of praise and rewards in the department.
- Work with department staff to address:
 - Persistent low level disruption in lessons
 - Lack of homework
 - Punctuality
 - No equipment

- Underachieving / de-motivated students
- Provide support and CPD for teachers who are struggling with key groups / students.
- Place students on subject based behaviour tracking reports.
- Implement department behaviour support plans with intervention strategies, involving parents.
- Monitor and evaluate behaviour & achievement throughout their department.
- Make recommendations to the inclusion team.

Year Progress Leaders

- Lead praise & rewards in the year; focusing on attendance, achievement & behaviour.
- for good progress across subjects at assessment points.
- Work with the year team to address;
 - Uniform
 - Punctuality
 - No equipment
 - Underachieving / de-motivated students
- Daily monitor incidents & reports for immediate action as necessary & do weekly analysis for action in relation to observed trends.
- Liaise with Subject Leaders.
- Place students on behaviour tracking reports.
- Make recommendations to the Inclusion team & liaise with external agencies as appropriate.
- Track students' successes through the rewards database recording system.
- Liaise with parents/carers with regular communication on behaviour, praise & rewards.
- Work with the PLA's ensuring that accurate records of incidents & actions are kept.

Teaching Staff, TAs and Intervention tutors

- Use praise and rewards
- Ensure that the policy is consistently and fairly applied.
- Exercise classroom management that encourages positive behaviour.
- Prepare lessons that support all students in their learning so that SEND students do not feel excluded.
- Model in their own actions the expectations we have for students.
- As tutors or subject teachers act in the first instance in dealing with low-level disruptive behaviour.
- Apply sanctions including supervising detentions.

Progress Leaders Assistants

- Praise and reward students
- Keep behaviour logs up to date
- Support the YPL as appropriate including
 - Parental contact
 - Interviewing students and taking statements
 - Supervising some detentions
 - Day to day incidents

Support Staff

- Ensure that the policy is applied consistently outside the classroom as well as in lessons.
- Support with behaviour systems as appropriate to role.
- Model in their own actions the expectations we have for students.

Parents and Carers

- Take responsibility for their child's behaviour and attendance.
- Support the Academy's core beliefs on positive behaviour management.
- Support the Academy in celebrating success and carrying out sanctions.
- Communicate with the school when concerns arise.

Students

- Take responsibility for their own behaviour choices and understand that actions have consequences.
- Follow the academy behaviour expectations which will be included in planners and displayed around the academy.

- Take an active role in developing the expectations of students led by the Student Council.

Support for Students

Some students will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. The academy will provide, in addition to the regular teaching of positive behaviour, a rewards and sanctions structure designed to ensure early intervention and identification of students at risk. A range of interventions will be provided to support these students which may be adapted over time to maximise impact. These may include for example;

- Monitoring reports
- Emotional literacy and anger management interventions
- Mentor support
- Behaviour support plans involving parents
- Referral to outside agencies
- Success Centre intervention

Promoting and Rewarding Positive Behaviour

At The Dukeries Academy we hold high expectations of students' behaviour and achievement and want every child to feel that their hard work and positive attitudes are recognised. Praise and rewards should be achievable by all students, regardless of ability and should be used regularly to reinforce positive behaviour, progress and achievement both in and out of lessons. For this reason, all members of staff at the Academy are able to use the academy rewards system. There will be regular teaching of positive behaviour through assemblies and the PSHE programme so that students understand what this looks like.

Reward	What for	When	Who by
Subject awards	Consistently high standards of academic achievement	Annually at presentation evenings	Nominated by subject areas
Tutor set awards	Consistently high standards of progress, achievement and contribution to wider academy life	Annually at presentation evenings	Nominated by tutor teams
Principal's commendations/tea with the Principal	Specific notable achievements	Any time	Recommended by any member of staff
Progress and achievement letters	Excellent progress in relation to targets across subjects	At each assessment point	Progress Leaders
Departmental rewards	Excellent progress	Departments will have their own systems linked to their SOLs	Department teams
House point badges and certificates	Achieving house points targets	When targets are met. Awarded in assembly	Progress Leaders
Attendance rewards	Good attendance	Weekly and termly	Tutor teams and Attendance Officer
House points	Good achievement in lessons, courteous behaviour around the academy, contributing to wider academy life.	Daily	All staff
Praise	Any aspect of positive, courteous behaviour and achievement should be regularly recognised through praise.	Daily	All staff
Other forms of recognition that are used may include; positive comments in marking, display of work, Academy newsletter and other publications			

THE CONSEQUENCES PATHWAY FOR NEGATIVE BEHAVIOUR

'The Consequence Pathway' is designed to give students choices and provide a stepped approach.

Early Intervention is the Key

Staff will apply early intervention strategies before commencing the consequences pathway, for example;

Meet and GREET at the door – The best early intervention in behaviour management is at the door.

Catch students doing things right – it can be easy to catch children doing the wrong thing but catching those more challenging students doing the right thing and rewarding them can be a powerful way to modify behaviour.

Deal with poor behaviour quietly and calmly – avoid as much as possible public sanctioning that makes students 'famous' for their poor behaviour or publicly humiliates them. Deliver sanctions privately and be clear about what you expect; *'Julie, I've noticed that you keep distracting others so you have a C1. I expect you to complete this section of the work now or you may get a C2'*.

Give 'controlled choices' – *'put your phone in your bag or on my desk' 'you already have a C1; you can choose to focus on your work now or choose to be parked'* Allow processing time.

Demonstrate 'unconditional positive regard' - model positive relationships with students. The relationships you model and develop with students impact strongly on the climate in your classroom.

Give Rewards, House Points and Praise – aim for a balance of 4:1 in terms of positives and negatives. Praising desired behaviours is a powerful and motivating way to manage behaviour.

Have a plan for more challenging students – do they need a task ready for the start so they don't disrupt the introduction? Does the work planned meet their needs? Could they help start the lesson?

Talk about our Academy Values – when reprimanding a student avoid talking about behaviour in isolation. Remind them of the values of the academy and the culture we are all trying to build. *'We are all working hard to make this the best academy possible and we want you to be part of that'*.

Follow up follow up follow up – teachers who follow up are the ones the children decide to behave differently for. Write down any incidents so you have control and can decide when and how to follow up. Make sure more serious incidents are referred via your line manager for further intervention.

Hold 'restorative conversations' – make sure that incidents have been dealt with from prior lessons. If a student has been removed from a lesson it is important that the student understands what behaviours are acceptable next time.

Start each lesson with a clean slate.

THE CONSEQUENCES PATHWAY FOR NEGATIVE BEHAVIOUR

First of all			
<p>Before applying 'The Consequence Pathway' it is important to ensure the appropriate T&L and behaviour management strategies are in place to secure engagement and positive A2L. Please refer to the early intervention/de-escalation strategies on the previous page.</p>			
Student behaviour	Consequence	Responsibility	What next?
Disturbing the lesson Distracting others Not getting on with learning/ work	C1 Repeat C1s = report/subject report	Classroom teacher	Early intervention ; Classroom teacher discusses behaviour after the lesson and ensures student is clear about expectations. Classroom teacher/subject leader ensures there is a plan in place to improve behaviour. This may include a subject report.
<p><i>Subject leaders analyse behaviour data from their areas to identify repeat C1s and support their teams with early intervention. Year Progress Leaders analyse behaviour data to identify repeat C1s across subjects and intervene.</i></p>			
Continuing with C1 behaviour	C2 Parking & detention Text home Repeat C2s = report and/or seclusion	Classroom teacher	Early intervention ; Classroom teacher/subject leader holds restorative conversation with the student. Classroom teacher/subject leader ensures there is a plan in place to improve behaviour.
<p><i>Subject leaders analyse behaviour data from their areas to identify repeat C2s and support teams with early intervention. Year Progress Leaders analyse behaviour data to identify repeat C2s across subjects and intervene. Subject Leaders and Year Progress Leaders make referrals to seclusion/behaviour mentor/success centre.</i></p>			
Repeat C2 (3 in a day, 5 in a week) Disrespectful language Swearing at staff Failure to attend parking/truancy Unsafe behaviour Physical aggression Fighting	C3 Seclusion including detention, phonecall & letter home	Subject Leader or Progress Leader refers to SLT	Intervention ; Progress leader starts the behaviour pathway including logging and letter home. Student completes behaviour booklet in seclusion. Repeat C3 leads to referral to behaviour mentor/success centre and/or possible exclusion. Progress leader/subject leader liaise with home and ensures there is a formal pre-exclusion plan in place to improve behaviour.
<p><i>If behaviour in seclusion is not acceptable and/or work is not completed then the day will be repeated. Subject Leaders and Year Progress Leaders make referrals to seclusion/behaviour mentor/success centre.</i></p>			
Failure to attend detentions Poor behaviour at lunchtimes	C4 1 week supervised lunch	All staff refer to PL. PL refer to SLT	Intervention ; Progress leader liaise with home and ensures there is a formal pre-exclusion plan in place to improve behaviour.
<p><i>If there is a repeat of poor behaviour at lunchtimes despite sanctions then a lunchtime exclusion may be used.</i></p>			
Repeat of behaviour incidents (see behaviour pathway) Very serious incident	Exclusion		Intervention ; SLT reintegration meeting includes formal agreement and behaviour plan .
<p><i>SLT/Year Progress Leaders use the 'behaviour pathway' and 'behaviour thresholds' documents to identify and make referrals to the behaviour mentor/success centre.</i></p>			

Additional Guidance for staff

Key points from the DfE

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. (DFE Behaviour and discipline in schools Jan 2016).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students for misbehaviour outside school. This will be dealt with by SLT.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Searching & confiscation of inappropriate items (see *Screening, Searching & Confiscation - Guidance for Head Teachers, Staff & Governing Bodies* DfE 2011)

Possession and/or use of cigarettes or alcohol, possessing or taking other illegal substances on campus, the carrying of knives or other weapons, are all banned.

Members of staff who suspect students are under the influence of, or in possession of, illegal/banned substances should send immediately for a member of the Leadership Team. Staff may search with or without consent. The police may be involved. Parents/carers will be informed.

Mobile phones, i-pods & other high cost equipment are bought into school at the student's own risk. They must not be seen in lessons, unless the member of staff has given permission to use them and failure to comply with the rules means they may be confiscated. Other items such as jewellery/clothing may also be confiscated.

Stepped Sanctions

1. A warning will be given and the student will be expected to remove/put away the offending article(s) and not use or wear it/them again.
2. The item(s) will be confiscated and collected back at the end of the day by the student.
3. Parents/carers are contacted and are asked to collect the confiscated item(s).
4. Further offences will be dealt with using the college **Stepped Process**.

Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. However, staff should not restrain students physically unless they are in danger of injuring themselves or others. Some children react violently to such contact, even if well meant, and teachers leave themselves open to accusations of abuse or assault from angry parents/carers.

Corporal punishment

Staff should not use any form of corporal punishment. Members of staff must not strike a student in any circumstances.

Violence, aggression, racism & bullying

The Academy will take action on incidents of physical violence, aggression, racism & bullying.

Any such acts will be dealt with in the strongest possible manner and may result in seclusion or in the most serious cases an exclusion from the school, either fixed period or permanent.

Exclusion

A student will be excluded if it is felt that their behaviour is continually causing problems. The Academy has an exclusion protocol.

Consultation

Staff, students and parents/carers will have the opportunity to discuss this policy and its effectiveness on a regular basis so that it becomes a flexible document that responds to changing need. Consultation will take place as follows:

- Staff training sessions and meetings.
- Students discuss the policy, code of conduct, rewards and sanctions at meetings and in tutor time.
- Through annual postings to parents/carers and at parental Academic Interviews through a questionnaire.