Academy Transformation Trust

Behaviour for Learning Policy

Policy reviewed	April 2019
Next review date	April 2020

This policy links to:	Located:
• Anti-bullying Policy • Rewards and Sanctions Policy • Safeguarding Policy • E-Safety Policy • Social Media Policy • Curriculum Policy • PDBW Policy	

Review Date – April 2020

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Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

Our Commitment

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

Introduction

Policy statement

The Trust believes that children and young people's behaviour and success to learning are intrinsically linked. All of our academies focus on improving attitudes and behaviours that lead to a positive climate for learning which is underpinned by high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline.

Aims of the Behaviour for Learning Policy

- To create a secure, stable, caring environment in which effective learning can take place.
- To have mutual respect for all and understand the importance of democracy; the rule of law; individual liberty; mutual respect and tolerance for those with different faiths and beliefs and for those without faith.
- To set acceptable standards of behaviour, using positive ways of maintaining high levels of behaviour, consistently role modelling these expectations.
- To ensure physical, sensory, intellectual impairment and mental health are fully supported, with training reflecting the needs of the academy.
- To ensure all standards are meaningful, attainable, discussed and adhered to by all
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour.
- To embed a belief that the education and success of all pupils is of equal value.
- A learning environment where respect for the dignity of ourselves and others are paramount to success.
- A respect for the community and stakeholders, acting as an advocate for the academy at all times.
- Recognition that all pupils may experience personal difficulties. The academy should provide support to ensure that behaviour issues do not impinge on the learning and progress of others.
- Specific support for SEN/disabled pupils, Pupil Premium pupils and EAL pupils should be regularly monitored and communicated across the academy.
- A commitment to developing individual potential both inside and outside the classroom recognising and celebrating personal milestones.
- The belief that pupils learn best in a safe and nurturing environment, which promotes a sense of belonging and ownership of learning.

Contents

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1   Academy Curriculum

- The planning, delivery and evaluation of the curriculum has a vital role to play in the significant impact on pupils' attitudes to learning.
- Good behaviour should be modelled at all times by all members of the learning community. Social, emotional and behaviour skills must be embedded within the curriculum.
- Pupils respond better to praise and encouragement than punishment. Teaching styles and classroom management should reflect this.
- Opportunities should be provided for pupils and staff to engage in 'pupil voice' and 'staff voice' activities as a means to give constructive feedback and develop a sense of value and ownership for learning and the importance of restorative justice.
- The academy's management structure should provide clear ways in which staff can be supported with behaviour management techniques.
- The academy should provide the means by which SEN/disabled pupils, Pupil Premium pupils and EAL pupils are identified, monitored and supported. This should also include previously identified SEND pupils.
- Regular training must be provided to support staff who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.
- The academy SENCO will engage with the wider community, including multi-agency teams, EWOs, partner academies, police, social services, PREVENT, etc.
- The academy will ensure that parents are actively involved in their child's education, the home/academy partnership is an important partnership to ensure social development and progress as well as specific SEND needs are met.

2   Acceptable Discipline

All academy staff with responsibility for pupils, have the statutory authority to discipline pupils, including on academy visits, when behaviour is deemed unacceptable, academy rules are not adhered to, reasonable instructions are not followed and in certain circumstances when a pupil's misbehaviour occurs outside of the academy (section 90 and 91 of the Education and Inspections Act 2006).

Anti-social behaviour within the community will not be tolerated and the academy has the right to exercise discipline procedures when:

- They are taking part in any academy- organised or academy related activity
- They are travelling to or from the academy
- They are wearing academy uniform
- They are in some way identifiable as a pupil at the academy
- Their behaviour could have repercussions on the orderly running of the academy
- Their behaviour poses a threat to another pupil or member of the public
- Their behaviour could adversely affect the reputation of the academy

3   Intervention strategies

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3.1   Confiscation of inappropriate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them for liability for damage to, or loss of, any confiscated items provided they have acted lawfully, (section 94 of the Education and Inspections Act 2006). Items confiscated by academy staff will be passed to the Principal or their representative for "safe keeping". The Principal will then communicate with the child's parents/carers to arrange their return. Weapons and knives and illegal pornography must always be handed over to the police. Staff have the power to search for the below "prohibited items" without consent. Where searches are conducted, at least one member of staff should be present in addition to the member of staff conducting the search.

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco products and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the academy
- Articles that have been or could be used to commit an offence or cause harm (section 93 of the Education and Inspections Act 2006)

4   The use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Members of the academy's leadership team may also use such force as is reasonable given the circumstances when conducting a search without consent for:

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco products and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the academy
- Articles that have been or could be used to commit an offence or cause harm (section 93 of the Education and Inspections Act 2006)

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5   Roles and responsibilities

5.1   The Trust believes that promoting positive behaviour is the responsibility of the community as a whole.

5.2   The Trust expects pupils to:

- Conduct themselves around the building in a safe, sensible manner and show regard to others
- Seek support, when required, from an identified member of staff specific to their needs
- Arrive on time to lessons
- Bring appropriate equipment for lessons
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff and pupils
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the academy rules, including safety and social media policies
- Accept responsibility for their own behaviour

5.3   The Trust expects staff to:

- Ensure that the policy is consistently and fairly applied.
- Exercise classroom management that encourages positive behaviour.
- Prepare lessons that support all pupils in their learning so that vulnerable pupils do not feel excluded.
- Model in their own actions the expectations the academies have for pupils.
- Prompt in dealing with low-level disruptive behaviour and in identifying early causes for concern.
- Through tutor programmes and lesson content encourage the development of social, moral, cultural knowledge.
- Create a swift and purposeful start to lessons.
- Reinforce clear expectations of behaviour and to follow the Trust's e-safety and social media policies.
- Deliver stimulating and exciting planned and structured lessons which meet all individual needs.
- Deal with incidents of inappropriate behaviour by following the academy's procedures.
- Promote and reinforce positive behaviour in the classroom and restorative justice practice.
- Consideration for underlying issues such as hearing, physical, sensory, intellectual impairment or mental ill health issues which may be the cause for misbehavior, seeking support from the SENCO in such situations.
- Seek advice from the SENCO when appropriate, to support SEND, Pupil Premium and EAL pupils.

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5.4   The Trust expects the Leadership Team to:

- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all pupils and addresses individual need.
- Provide appropriate training for staff and pupils to address and support SEND, Pupil Premium and EAL pupils.
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. Inclusion team, Attendance team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support their systems.
- Champion The Trust's policy to improve attitudes and behaviours that lead to a positive climate for learning.
- Develop and implement the academy's Rewards and Sanctions Policy consistently throughout the academy by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Quickly identify 'repeat offenders' and exhaust all means of interventions and support in order to avoid fixed term exclusions and the possibility of any potential permanent exclusions due to persistent disruptive behaviour.
- Ensure that there is a named person responsible for monitoring the effectiveness of this policy.
- Report to Governors regularly on the effectiveness of this policy.
- Ensure the health, safety and welfare of all pupils in the academy.
- Report to and meet with parents and carers when required

5.5   The Trust expects Governors to:

- Support the Academy Transformation Trust Behaviour for Learning Policy
- Ensure that all aspects of the policy promote equality for all pupils and addresses their needs
- Monitor and evaluate the implementation of the policy by receiving regular reports and data
- Support the practical strategies of the policy by holding disciplinary and attendance panels for pupils and their parents when there are serious concerns.

5.6   The Trust expects parents and carers to:

- Work in partnership with the academy to ensure their child's behaviour and attendance is at least good. With disability-related adjustments being agreed by the Principal.
- Support the academy's core beliefs on positive behaviour management.
- Support the academy in carrying out sanctions and celebrating success.
- Inform the academy of any concerns.

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- Respond to concerns raised by members of staff of the academy.
- Ensure pupils come to the academy correctly equipped and prepared to work.
- Consult with parents of pupils with SEND regarding the curriculum offer.
- Communicate with staff members respectfully.

6   Outside Agencies

The academy will act as part of a wider community of support and plan accordingly to ensure all pupils achieve. External support may be necessary for external provision and external education providers as well as appropriate and contextual SEND intervention. This additional support will be discussed with parents/carers and early intervention is essential to individual achievement. All referrals will take into consideration. The SENCO and the academy will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs, particularly when programmes are not deemed to be successful.

7   Staff Support

On occasion academy staff may need support with behaviour management.
Support will be provided appropriate to the incident, as follows:

- Advice from senior staff on how to apply the sanctions within this policy in a given situation. Additional SENCO and senior staff support for any pupil identified as SEND, Pupil Premium, EAL and mentally impaired pupils.
- Support from senior staff in dealing with difficult situations by isolation, referral, withdrawal when these are deemed temporary
- Advice in deciding whether an incident is a case of straightforward misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, SEND, relationships, mental health. Support provided through the process for further referral when required.
- Lesson observation by senior staff, SENCO or middle leaders in order to provide feedback/coaching/strategies.
- Opportunities for staff to observe good practice in other lessons/academies.

8   Parent Support

- Expectations of parents' support with good attendance and behaviour should be made explicit. The content of this policy must be regularly communicated to parents/carers.
- Parents/carers will be contacted regarding any issues and when praise for achievement or improvement has been made.
- First day calls will be made to ensure absence of a child is known to the parent immediately.

9   Restorative Justice

There is an expectation that, following an incident which requires a pupil to be disciplined by a

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member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect. Training for this must be provided to ensure the needs of the pupils are met and de-escalation strategies are used appropriately.

10 Bullying

The Trust takes bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.

As a Trust we expect our pupils to be involved in developing the academy's Anti-Bullying Policy. Pupils identified as having SEND and mental ill health must be given additional support by the academy should they be involved in a bullying situation.

11 Child Protection and Safeguarding

The Trust takes the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature (see Safeguarding Policy). We have separate procedures in place for managing allegations of abuse against children.

12 Monitoring and evaluation

The academy will keep a record of incidents of misbehaviour and positive behaviour, this will be evaluated regularly and may inform any policy changes.

The academy will keep a record of incidents of rewards and sanctions and will monitor to provide regular information on how effectively the behaviour policy is working. The academy will also ensure that rewards and sanctions are distributed fairly and the data will be analysed by:

- Gender
- Ethnicity
- EAL
- Pupil premium
- SEND
- Physical diversity
- Intellectual and communication functioning needs
- Mental ill health
- Age
- Religion
- Sexuality
- Children Looked After

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The following Appendices are part of the Behaviour for Learning Policy and are specific to The Dukeries Academy

1. Promoting and Rewarding Positive Behaviour
2. The Consequences Pathway for Negative Behaviour
3. The 'Behaviour Blueprint'
4. Parking Flowchart
5. Mobile Phones and Headphones
6. Detentions

1. 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
Being Brilliant Week Prizes	Completing the Being Brilliant Week card	Termly	All staff
Progress Leaders rewards	Attitude to Learning and Progress	Termly rewards assemblies	Progress leaders
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
'CAP' 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 Lead
Achievement 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			

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2. 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 possibly 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. (Refer to 'microscripts' for quick interventions and restorative conversations for guidance if needed)

Start each lesson with a clean slate.

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Our Shared Vision for Culture and Ethos

We aspire for all students to achieve their best, hold high aspirations and make a worthwhile contribution to their community; whether local or global.

ASPIRE   ACHIEVE   CONTRIBUTE

The Expected Behaviours

Ready (to learn) - eg
- Dressed correctly
- Correct equipment
- Attentive

Respectful - eg
- Good manners
- Kind
- Listen to others

Safe - eg
- No physical contact
- Move sensibly around the Academy
- Be in the right place at the right time

The Visible Consistencies

- Tutors 'walk the line' at the start of the day.

- Be visible on corridors – say hello.

- Meet and greet at the door – use names.

- Be 'present' out on duty. Talk to students and scan your area.

- We all pick up litter.

The Strategies for Managing Poor Behaviour

- Positive and anonymous correction, 'just waiting for two more people…'

- Don't 'name and fame'.

- PIP/RIP - praise in public, reprimand in private.

- Controlled choices.

- Call parents (positives and negatives).

The Restorative Conversations

- What happened?

- What were you thinking?/have you thought since?

- Who has been affected?

- On reflection how would you have behaved differently? How would things have turned out?

- What can we do differently in future?

The Scripts and Mantras

- We are all working hard to make this the best academy it can be and we just want you to be part of that.

- I like you ……. it's your behaviour I don't like.

- It's OK to feel that way, but these are the consequences. I'll leave you to think about that. (Then walk away).

- What's the best contribution you can make to this lesson?

- Remember that time you………….? That's what I want to see now.
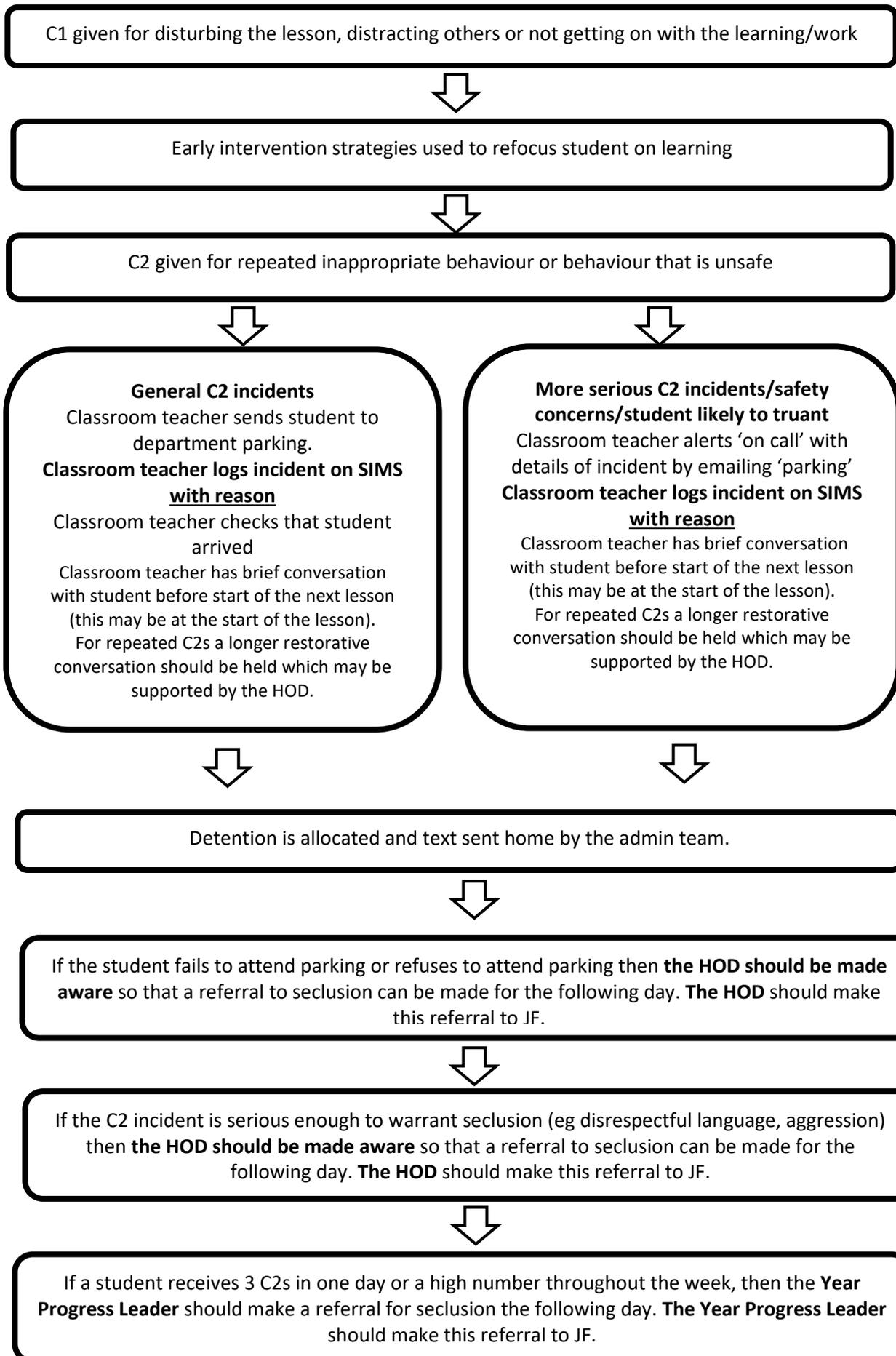
Student Voice

All students made to feel ….

- **Challenged**

- **Supported**

- **Valued**

- **Recognised**

13

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THE CONSEQUENCES PATHWAY FOR NEGATIVE BEHAVIOUR

First of all ….. 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.			
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**; Teacher uses appropriate intervention in the lesson in order to prevent escalation and ensures student is clear about expectations.
Subject leaders analyse behaviour data from their areas to identify repeat C1s and support their teams with early intervention. *Progress Leaders* analyse behaviour data to identify repeat C1s across subjects and intervene.			
Further incident of; Disturbing the lesson Distracting others Not getting on with learning/ work	**C2** Parking & detention Communication home Repeat C2s = report and/or seclusion	Classroom teacher	**Early intervention**; Teacher has brief conversation before the start of the next lesson (for guidance refer to microscipts). For repeat C2s teacher holds restorative conversation with the student and ensures there is a plan in place to improve behaviour eg class report.
Subject leaders analyse behaviour data from their areas to identify repeat C2s and support teams with early intervention. *Progress Leaders* analyse behaviour data to identify repeat C2s across subjects and intervene. *Progress Leaders* make appropriate referrals for further support.			
Repeat C2 (eg 3 in a day) Disrespectful language Swearing at staff Failure to attend parking/truancy Unsafe behaviour Physical aggression Fighting	**C3** Seclusion with senior staff, including detention. Communication home	Subject Leader or Progress Leader refers to SLT	**Intervention;** Progress leader/Subject Leader ensures intervention is in place to improve behaviour eg lesson report. **Repeat C3** Progress Leader/Subject Leader meets with parents to put in place a behaviour contract. Use of another school's seclusion system
If behaviour in seclusion is not acceptable and/or work is not completed then the day will be repeated. Progress Leaders make appropriate referrals for further support.			
Failure to attend academy 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.
If there is a repeat of poor behaviour at lunchtimes despite consequences then a further consequence will be applied including requesting parents supervise their child on site or use of another schools seclusion system.			
Repeat of behaviour incidents Serious incident	Seclusion at another school. Fixed Term Exclusion. Refer to Fair Access for Managed Move.	SLT	**Intervention;** SLT reintegration meeting includes formal agreement. Use of Graduation Academy/Success Centre. Ensure all appropriate referrals have been made through pathway to provision and concerning behaviour pathway.
Exclusion as a last resort for severe incidents			

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3. Parking Flowchart

C1 given for disturbing the lesson, distracting others or not getting on with the learning/work

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Early intervention strategies used to refocus student on learning

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C2 given for repeated inappropriate behaviour or behaviour that is unsafe

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General C2 incidents
Classroom teacher sends student to department parking.
Classroom teacher logs incident on SIMS with reason
Classroom teacher checks that student arrived
Classroom teacher has brief conversation with student before start of the next lesson (this may be at the start of the lesson).
For repeated C2s a longer restorative conversation should be held which may be supported by the HOD.

More serious C2 incidents/safety concerns/student likely to truant
Classroom teacher alerts 'on call' with details of incident by emailing 'parking'
Classroom teacher logs incident on SIMS with reason
Classroom teacher has brief conversation with student before start of the next lesson (this may be at the start of the lesson).
For repeated C2s a longer restorative conversation should be held which may be supported by the HOD.

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Detention is allocated and text sent home by the admin team.

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If the student fails to attend parking or refuses to attend parking then **the HOD should be made aware** so that a referral to seclusion can be made for the following day. **The HOD** should make this referral to JF.

⇩

If the C2 incident is serious enough to warrant seclusion (eg disrespectful language, aggression) then **the HOD should be made aware** so that a referral to seclusion can be made for the following day. **The HOD** should make this referral to JF.

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If a student receives 3 C2s in one day or a high number throughout the week, then the **Year Progress Leader** should make a referral for seclusion the following day. **The Year Progress Leader** should make this referral to JF.

4. Mobile Phones and Headphones in School

At The Dukeries Academy we have not banned mobile phones because we believe they are useful technology. They are also an unavoidable part of our modern society and banning them does not help students to learn to use them responsibly.

Students' phones must be SWITCHED OFF and in bags during lesson time unless a teacher has given explicit permission to use them for the lesson.

If a member of staff hears a phone go off in the lesson they will give that person permission to switch it off discreetly to avoid unnecessary disruption to the lesson.

If a student gets their phone out at any point during lesson or tutor time without permission the teacher will confiscate it and leave it in the main office for them to collect at 3pm. Checking the time will not be excused as a valid excuse for a student to use a phone.

All staff have the right to confiscate your phone if it is seen or used without permission during lesson/tutor time.

If a student refuses to hand over their phone or there are repeated issues the phone will be confiscated for parents/carers to collect and the student may be placed in seclusion. An agreement will be made with parents about bringing the phone into school in future.

If a student is placed in seclusion they are expected to hand their phone in to a member of staff for the day.

If a student is waiting for an incident to be investigated they should not contact home using their mobile phone. If they need to communicate with home they should ask a member of staff to do this using the academy phone. Students are expected to report any incidents to a staff member rather than trying to deal with them personally by contacting home.

Headphones should not be seen or used around the academy at any time unless brought in for a lesson and the teacher has given permission to use them. Students should not walk around the academy site with headphones visible including hanging over the top of their shirt.

All staff have the right to confiscate headphones if they are seen or used without permission anywhere around the academy.

If a student refuses to hand over their headphones or there are repeated issues the headphones will be confiscated for parents/carers to collect and the student may be placed in seclusion. An agreement will be made with parents about bringing the headphones into school in future.

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5. The Detention System

Whole academy after school detentions
These will be applied as part of the 'consequences pathway' for C2 parkings, or referrals from departments (see below). Each session is for twenty minutes. It is possible for pupils to serve multiple detentions during each session up to a total of 3 (1 hour).

Departmental detentions
These will be applied for departmental issues including (but not limited to) minor low level behaviour, lack of homework, lack of equipment, lateness to lessons. These detentions may be at break time, lunchtime or after school and may include compulsory attendance at an after-school session. For repeated failure to attend departmental detentions, a referral may be made to the whole academy detention via the academy office.

Students in seclusion
These students will complete their detentions with staff member supervising their seclusion. Seclusion detentions are for half an hour.

Notifying parents/carers
There is no legal requirement to inform parents/carers of detentions. However, at The Dukeries, the policy will remain to give at least 24 hours for an after-school detention, unless a parent has been contacted by telephone to agree to a same day detention. For whole academy detentions parents/carers will receive notification via a text message. If departments require text messages to be sent home they should contact the academy office.

Staffing for whole academy detentions
Aims
- Release staff for more after school intervention
- Avoid clashes with DLC/CPD

Whole Academy detention Wed 3pm – 4pm	4 teachers including at least 1 middle leader
Whole academy detention Friday 3pm – 4pm	2 SLT
Supervised lunchtimes	Student Services/SLT

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