Behaviour Policy

September 2021

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Associated documents:
Uniform Code
Mobile Phone Procedure
The Dukeries Academy Way
Links to:
• **Safeguarding Policy**
• **E-Safety Policy**
• **Anti-Bullying Policy**
• **Social Media Policy**
• **Curriculum Policy**
• **Reasonable Force Policy**
• **Code of Conduct**
• **Home-Academy Agreement**
• **Data Protection Policy**

Approved by the Standards and Outcomes Committee of the Trust Board, 3 June 2020

Our Vision

We have one core purpose:
To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?
In all we do we are:
1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?
Education
We are:
1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations
We are:
1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial
We are:
1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values
- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of Intent

We believe that in order for our pupils/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage pupil behaviour most effectively when they are **warm but strict.** They encourage pupils to be independent while maintaining limits and controls on their actions. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the pupil's viewpoint. Authoritative teachers engage in discussions and debates with the pupil although ultimate responsibility lies with the teacher. In this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of the 'The Dukeries Academy Way'.

1   Legal framework and definitions

1.1   This policy has due regard to statutory legislation, including, but not limited to

- the Education and Inspections Act 2006

- the Health Act 2006

- the Equality Act 2010

- the Education Act 2011

- the Education (Independent School Standards) Regulations 2014

- the Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

- the Immigration Act 2016

- the General Data Protection Regulation (GDPR)

- the Data Protection Act 2018

- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

This policy also has due regard to DfE guidance, including, but not limited to

- *Behaviour and discipline in schools 2016*

- *Exclusion from maintained schools, academies and pupil referral units (PRUs) in England 2017*

2   Scope of this policy

2.1   This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.

2.2   Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

2.3   For the purpose of this policy the reference to 'Teacher' includes all paid staff responsible for the supervision of pupils. The Principal can limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

2.4   For the purpose of this policy the reference to 'pupils' includes all learners in our academies.

3   Academy curriculum

3.1   The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.

3.2   Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are.

3.3   Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.

3.4   Teaching styles and approaches to managing behaviour reflect our commitment to the warm-strict philosophy. Pupils respond better to praise and encouragement than punishment.

4   Roles and responsibilities

4.1   Staff members will

- follow this behaviour policy at all times both inside and outside of the classroom
- maintain a positive and well-managed learning environment
- be positive ambassadors of our academies at all times, consistently role modelling high expectations through their professional behaviour and conduct
- use our reward system and hierarchy of sanctions to promote good behaviour
- use the rules and consequences outlined in this policy clearly and consistently
- develop a pupil's individual potential both inside and outside the classroom recognising and celebrating personal milestones
- treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential
- undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils
- intervene promptly when they encounter poor behaviour or unexplained absence
- record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- raise any concerns regarding pupils' behaviour with the relevant senior members of staff and liaise with them in order to implement effective behaviour management
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents/carers regarding their child's behaviour where necessary
- monitor the attitude, effort and quality of pupils' work
- provide specific support for SEN/disabled pupils and vulnerable pupils. Take language and cultural barriers into consideration where pupils have English as an additional language
- make referrals to external agencies where deemed appropriate/advised by other agencies
- consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

4.2 Pupils will

- abide by the Home-Academy Agreement and the Behaviour policy at all times

- act as positive ambassadors and representatives of our academies through their exemplary behaviour

- be polite and respectful of others in the surrounding community

- work to the best of their ability and effort at all times, completing all the work assigned to them

- cooperate with other pupils and members of staff in order to create a positive learning environment

- be ready to learn by ensuring regular attendance to all lessons and arriving with the correct equipment

- correctly present themselves in academy uniform

- respect and value the environment and their surroundings, as well as each other

- not act in a manner which is disruptive to the learning of others

- under no circumstances put the health and safety of others at risk.

4.3 Parents/carers will

- abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their children, as well as reporting any absences

- encourage good behaviour and ensure that their children are ambassadors of our academies at all times by reinforcing our rules

- share any concerns they have regarding their children's education, welfare, behaviour and life with staff at our academies

- support their children's independent learning

- support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their children's behaviour

- ensure that their children correctly present themselves as pupils of our academies, in accordance with the uniform code.

5 Classroom behaviour

5.1 Expectations and standards for behaviour are clearly displayed in all classrooms.

5.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.

5.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in Appendix A - Procedure for Rewards.

5.4 When a pupil acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions as set out in Appendix B – Procedure for Sanctions.

6   Pupils' conduct outside of the classroom

6.1   Whilst using the corridors and surrounding area of our academy buildings, pupils must act in a responsible and respectful manner, as would be expected in a classroom.

6.2   We expect our pupils to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community is not tolerated and this behaviour policy will be followed when

- pupils are taking part in any academy- organised or academy related activity

- pupils are travelling to or from our academies

- pupils are wearing academy uniform

- pupils are in some way identifiable as a pupil at one of our academies

- pupils' behaviour could have repercussions on the orderly running of our academies

- pupils' behaviour poses a threat to another pupil or member of the public

- pupils' behaviour could adversely affect the reputation of our academies.

7   Sanctions for poor behaviour

7.1   Sanctions are given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.

7.2   Punishments are issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the expected standard, staff members will sanction the pupils in question.

7.3   In order for a punishment to be lawful, we ensure that the decision to issue a sanction to a pupil is

- made by a paid member of staff, or a member of staff authorised to do so by the Principal

- made on the academy premises or whilst the pupil is under the charge of a member of staff

- reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

7.4   The issuing of sanctions is recorded, and the consistent use of sanctions is monitored by senior staff.

7.5   Sanctions

- relate to a specific task or action and will be applied clearly

- are issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for

- reinforce **our** core values and ethos

- do not focus repeatedly on the same issue without progress

- do not have a negative effect upon others.

7.6   The aim of issuing sanctions is to correct the behaviour. Work follows to enhance progress, prevent recurring issues and ensure pupils understand what behaviour was poor and why and what good behaviour looks like in that scenario and why.

7.7 We always consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.

7.8 We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:

    a) an assessment to establish a clear analysis of the pupil's needs

    b) a plan setting out how the pupil will be supported

    c) the required action to provide the support

    d) regular reviews to assess the effectiveness of the provision and identify any necessary changes.

7.9 We consider a pupil's special educational needs when dealing with their behaviours.

7.10 Where points 7.7, 7.8 or 7.9 apply the need for multi-agency assessments will be considered where necessary.

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

7.12 The full set of sanctions that we use are set out in Appendix B – Procedure for Sanctions.

8 **Use of suspensions (fixed period exclusion) and permanent exclusions**

8.1 Only the Principal or, in the absence of the Principal, the member of the Senior Leadership Team (SLT) who is acting in that role can exclude a pupil from our academy.

8.2 The Principal is able to rescind an exclusion up to the time it is put before the relevant committee. An example of where this would be appropriate is where a managed move is brokered after a permanent exclusion has been given.

8.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as

"the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

8.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

8.4 The decision to exclude a pupil is a serious one and will only be taken

- in response to serious or persistent breaches of this policy, **and**

- if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

8.5 Where a pupil breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a 'fixed-term' exclusion. A fixed-term exclusion is a serious sanction.

8.6   With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will only be used as a last resort.

8.7   A pupil may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another pupil or a member of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution and being found in possession of "prohibited items" listed in 9.2 or banned items. Where a pupil is involved in breaking the law the Police will be informed.

8.8   Pupils can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.

8.9   Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will

- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked

- allow the pupil to give their version of events

- consider if the pupil has special educational needs (SEN).

8.10   All suspensions (fixed period exclusions and permanent exclusions are managed in line with the Department for Education's latest statutory guidance to the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.

9   Use of detention

9.1   Detention (including detention outside of academy hours) is used as a sanction in our academies.

9.2   In setting a detention outside normal academy hours we adhere to the following statutory legislation. A detention can be given on a) any academy day where the pupil does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.

9.3   Whilst parental consent is not required for detentions we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered essential. We therefore aim to notify parents by email and Class Charts in app message. Staff will not issue a detention outside of academy hours where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention consider the following points:

- Whether the detention is likely to put the pupil at risk.

- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.

- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy detention where the pupil can get home safely.

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

9.4   With lunchtime detentions, staff allow twenty minutes for the pupil to eat, drink and use the toilet.

10   Confiscation of Inappropriate Items

10.1   Members of staff are able 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 from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely in Student Services.

10.2   Members of staff can exercise their power to search **without consent** for "prohibited items" including

- knives and weapons

- alcohol

- illegal drugs

- stolen items

- tobacco 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.

10.3   Weapons and knives and child pornography are given to the police as soon as reasonably practical.

10.4   Other items which are confiscated are returned to the student at the end of the day or to the parent/carer if unsuitable to be returned to the student or there have been repeated issues.

10.5   A log is kept to record all confiscated items (see Appendix C).

11   Power to use reasonable force and right to search pupils

11.1   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.

11.2   Members of staff can seek pupil consent to search for mobile phones. Force cannot be used to search for these items.

11.3   The Principal and authorised academy staff may use such force as is reasonable given the circumstances when conducting a search **without consent** for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Please refer to our Use of Reasonable Force Policy for further details.

11.4 Should a pupil refuse to be searched academy staff should first contact the pupil's parents to request their assistance and if that is not appropriate under the circumstances or the parent is unable to assist, they should call the police and isolate the pupil until such time that the police can carry out the search.

11.5 There must always be two members of staff present when a pupil is searched and we aim to ensure that at least one of these members of staff is the same gender as the pupil.

11.6 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break academy rules.

11.7 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.

11.8 Staff are aware that behaviours linked to 'sexting' place a pupil in danger and must report any such suspicion immediately in line with our safeguarding policy.

11.9 We keep a log of any searches that take place, detailing the name of the pupil, the reason, what was or was not found, confirmation that parents have been contacted and that two members of staff were present during the search (See Appendix C).

12 Seclusion and isolation rooms

12.1 Disruptive pupils can be placed in an area away from other pupils for a limited period, in our Internal Exclusion room. We will only ever use isolation that prevents a pupil from leaving a room of their own free will in exceptional circumstances and where the pupil's safety is at risk by leaving the room.

12.2 We consider pupil wellbeing before placing a pupil in isolation and have due regard for any safeguarding, pupil welfare and health and safety consideration for each individual.

12.3 Appendix B – Procedures for Sanctions specifies how long a pupil may be kept in seclusion or isolation following an **internal exclusion.** Pupils are not kept in isolation for more time than is necessary.

12.4 It is very important that pupils are given suitable academic work to undertake whilst spending time away from their peers but this time may also afford an opportunity for the pupil to receive counselling and guidance aimed at addressing the issues or changing the behaviours that have led to the seclusion. Pupils in isolation are given time to eat or use the toilet.

13 Bullying

13.1 We take 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.

13.2 We expect our pupils to be involved in developing our anti-bullying policy. Pupils identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.

13.3 Please refer to our Anti-Bullying Policy for further detail about how we endeavour to prevent and deal with bullying.

14 Drugs, tobacco, alcohol and illegal substances

14.1 Pupils are not allowed to bring tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.

14.2 Suspected or actual use of drugs, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious sanction and could lead to permanent exclusion. This also applies to academy trips and journeys.

14.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion.

14.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.

14.5 Parents are informed of their child's involvement in any activity related to smoking, drugs, alcohol, illegal or 'legal high' substances.

15 Weapons

15.1 The law recognises three categories of offensive weapon:

- Those where objects are made for use for causing injury to the person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.

- Those where objects are adapted for such a purpose, i.e. to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.

- Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharpened nail scissors or a baseball bat.

15.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.

15.3 Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.

15.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.

15.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.

15.6 Confiscated weapons are given to the police as soon as reasonably practicable.

15.7 Parents are informed of their child's involvement in any activity related to weapons.

16 Mobile phones

16.1 Mobile phones are not allowed to be used by pupils for social activity during the academy day.

16.2 Whilst we accept that pupils may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

17 Child protection and safeguarding

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

18 Outside agencies

18.1 Our academy is part of a wider community of support and we work with many outside agencies to support our pupils and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate pupils.

18.2 The SENCO 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 of pupils, particularly when programmes are not deemed to be successful.

19 Staff training and support

19.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving pupil behaviour and attitudes.

19.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the pupil to for further support.

19.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.

20 Record keeping and data protection

20.1 We keep a record of incidents of misbehaviour and positive behaviour.

20.2 We keep a record of incidents of rewards and sanctions. We ensure that rewards and sanctions are distributed fairly and analyse this by

- Gender
- Ethnicity
- EAL
- Pupil premium
- SEND
- Disability
- Age
- Religion
- Sexuality
- Children Looked After.

20.3 We monitor 20.1 and 20.2 above to provide regular information on how effectively this behaviour policy is working.

20.4 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our data protection policy.

The Dukeries Academy Recognition and Sanctions Systems

All adults are responsible for managing student behaviour at TDA. Children are still learning how to behave well and as adults we are responsible for teaching and modelling this. At TDA there is an expectation that staff build a foundation of positive relationships with students based on unconditional positive regard so that behaviour systems promote our TDA values:

<p style="text-align: center;">Integrity   Ambition   Excellence</p>

Disruption free learning

Behaviour systems at TDA are designed to be clear to ensure they are well understood, staff can apply them with consistency and students can be certain that good behaviour will be recognised, and poor behaviour will be sanctioned. Our behaviour systems are designed to;

- Ensure disruption free learning.
- Promote excellent standards of behaviour around the Academy.
- Promote exemplary engagement in lessons.
- Be clearly understood yet flexible enough to cope with different circumstances.

Behaviour expectations, recognition and sanctions will be taught explicitly to students through the pastoral PHSE curriculum. They will be modelled in every lesson and throughout the day.

Expectations

We expect exceptionally high standards of student conduct which are summarised by our PRIDE expectations. These are taught to students through our Safeguarding, Culture and Climate Curriculum.

Recognising positive behaviour

We want every student to feel that their hard work and positive attitudes are recognised. Praise and recognition 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. This includes recognising not only those students who already behave well, but also those students who improve their behaviour. Staff should aim to award at least 7 Recognition Points (RP) for each Negative Point (NP) and record these on Class Charts.

IN THIS ROOM WE ACT WITH PRIDE...

THE DUKERIES ACADEMY

P Positive - we sit upright at all times - we never have our heads on the desk. We are keen to learn. We are never rude.

R Respectful - we are always listening to the teacher or the person speaking. We are silent when the teacher is talking. We respond and act respectfully at all times, first time and without argument.

I Impactful - we make the most out of lessons and always produce something worthy of merit. We are keen to make an impact.

D Diligent - we are incredibly hard-working. We strive to achieve and get things right; we are resilient to set backs

E Engaged - we are actively participating in the lesson. We ask questions when we are stuck and when we want to know more. We are never off task.

#Disruption-free learning

Integrity Ambition Excellence

Types of Recognition include:

- Verbal recognition including descriptive praise for meeting high expectations of work and behaviour.

- Texts and letters home.
- Lapel badges for achieving points thresholds, good attendance, positive attitudes and achievement.
- Invitation to exclusive events. For example, pizza or ice cream parties, hot chocolate Friday, breakfast with the Principal.
- Whole Academy recognition events. For example, Gold Rush Week or Being Brilliant Week. These may be changed to promote engagement.
- Awards events for KS3, KS4 and KS5

Early intervention to promote disruption free learning

Establishing a sharp, positive start sets the tone for positive behaviour throughout the lesson. The following checklist is mirrored in the Teaching and Learning Policy and should be used to establish a positive start to each lesson.

- Be on the door to welcome each student, saying hello and using their name.
- Have the 'Do Now' task ready and take the safeguarding register while students are completing this.
- Note lateness but deal with it later.
- Scan the room and clarify expectations for anyone off task, checking that everyone is ready with their equipment and planner on the desk.
- First attention to positive behaviour. Provide positive commentary on students who are meeting expectations.
- Start the main episode of the lesson, continuing to provide commentary on positives and keeping corrections anonymous or private where possible.

Strategies to de-escalate and promote disruption free learning

When using a correction or reprimand the following approaches will be applied:

- Non-verbal cues (body language).
- Anonymous correction, eg *"just waiting for one more person…."*.
- Wherever possible reprimand in private.
- Give student take up time.
- Deliver the sanction quickly. If possible, avoid reacting to secondary behaviours.
- Avoid displaying sanctions publicly, eg list on the board.
- Acknowledge improvement.

Sanctions for behaviour that falls below expectations

The sanctions system supports all staff to be consistent in establishing disruption free learning. Where staff judge that behaviour falls below our 'Ready, Respectful, Safe' obligations or our Home Academy Agreement a three-step consequence response, C1>C2>C3, will be applied and recorded on Class Charts.

The sanctions system; low level behaviour in lessons

Disruption to learning	Record on Class Charts	Sanction

First incident of low-level behaviour	No – **'Remind'**	Correction
Second incident of low-level behaviour	C1 **– 'Record'** plus behaviour type and description	Correction Negative points Move seat if appropriate
Third incident of low-level behaviour	C2 **– 'Remove'** plus behaviour type and description	On Call Escorted to identified removal room Negative points 30 min same day detention

More serious incidents in lessons

The behaviour system allows for more serious incidents to be logged and sanctioned. For example, a more serious incident that is unsafe, aggressive or involves verbal abuse should be recorded as a C2 **'Remove'** immediately so that the student is removed from the lesson via On-Call. The student will then be appropriately supervised, for example with the Pastoral Leader or in the internal exclusion room pending an investigation. Any further sanction, for example C3 '**Internal Exclusion'**, will be validated by a senior leader.
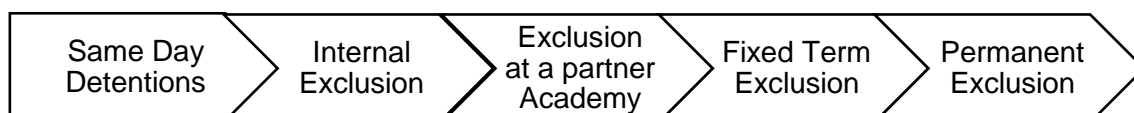
The sanctions system; behaviour out of lessons

Behaviour	Record on Class Charts	Sanction
Not meeting expectations	No	Correction
Not correcting behaviour first time	**C1** plus behaviour type and description	Reprimand and correction Negative points
Not correcting behaviour second time/defiance	**C2** plus behaviour type and description	30-minute same day restoration detention (R30) Negative points
Serious incident eg persistent defiance, verbal abuse, physical violence	**C3** plus behaviour type and description	Consideration of internal exclusion or other exclusion following investigation. Negative points

Class Charts

Class Carts is TDA's system for recording recognition points, behaviour incidents and detentions. Parents and carers can use the Class Charts app to keep up to date with their child's behaviour profile and attendance. The platform will automatically inform parents and carers of a same day detention through both an email and an in app message. For more information follow this link to the Class Charts website: https://pages.classcharts.com/

Abusive and/or discriminatory behaviour, including bullying, peer on peer abuse and hate speech must also be recorded on CPOMs for monitoring.

Sanction Hierarchy

Same Day Detentions > Internal Exclusion > Exclusion at a partner Academy > Fixed Term Exclusion > Permanent Exclusion

Serious breaches of the behaviour policy may warrant an immediate exclusion.

Restorative detentions; R30, R60 and UR60

The Academy operates same day restorative detentions each day for 30 minutes (R30) and 60 minutes (R60). If a student fails to attend an R30 it will be 'upscaled' to a UR60 the next day. If a student fails to attend an R60 or a UR60 they will be placed in internal exclusion the following day unless there is a reason for failing to attend. Detentions will be staffed by members of SLT.

- When a C2 incident is recorded a student will complete an R30 on the same day. Parents/carers will be automatically informed of this by a Class Charts in app message and an email.
- If a student has two C2 incidents in one day they will complete an R60 on the same day. Parents/carers will be informed via the Class Charts app and an email.
- If more than two C2 incidents are recorded in one day their detentions will be added to subsequent days. A more serious sanction may be given depending on circumstances.

The staff member who has recorded the C2 incident will make a follow up call to discuss the incident with the parent/carer.

Where students are required to attend an R30 or R60 transport home will be the responsibility of the parent/carer.

Internal exclusion

The internal exclusion room will be staffed by experienced members of staff. Internal exclusion will be used when a behaviour incident is judged to be a Consequence 3 (**C3**) including but not limited to:

- Repeat C2s
- Missed or failed R60/UR60 detention
- Serious defiance
- Fighting or threatening behaviour
- Swearing at staff
- Bullying (see anti bullying policy)

Students may be placed in internal exclusion for between 1 and 5 days depending on the severity of the incident or if a previous internal exclusion and subsequent interventions have not been effective in improving behaviour. Any referral to internal exclusion will be validated by a senior leader.

Exclusion at a partner Academy

TDA works in partnership with other local Academies to provide internal exclusion facilities. Where these are used as part of the sanctions hierarchy there is an expectation that students attend. If a student is required to complete an exclusion at another school TDA will liaise with parents/carers to discuss arrangements including for timings, lunch and transport.

Fixed term exclusion

TDA takes the view that Fixed Term Exclusion is not always the most effective response to poor behaviour as it can further disengage some students without having any impact on improving their behaviour. TDA seeks to use exclusion only when there are no other alternatives and/or when a student presents a significant risk to others including:
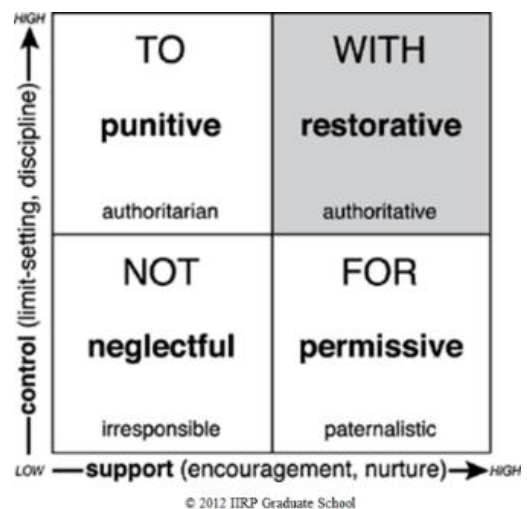
- Where a student has been uncooperative in internal exclusion or exclusion at a partner academy. The student will need to complete their internal exclusion as part of their reintegration agreement.
- Where there has been an incident involving possession of an offensive weapon on the Academy site.
- Where a student has been in possession of an illegal substance on site.
- Where there has been a serious physical assault.

Reintegration following exclusion

Following any exclusion (internal, exclusion at a partner Academy or Fixed Term Exclusion), a reintegration meeting will take place with either a member of the Pastoral Team or a member of SLT, the student and their parent/carer. A plan to improve the student's behaviour including any support will be discussed as part of the meeting and a reintegration agreement will be made.

Intervention

At TDA we hold the view that high behavioural expectations and clear, timely sanctions should be matched with positive relationships, support and intervention at each stage so that behaviour challenges are well managed and barriers to learning are overcome. Our graduated response is underpinned by 'The Social Discipline Window'.

TDA graduated response

Tier 1			
Behaviour	**Sanctions**	**Intervention**	**External Referral**
Students who know how to behave well and require only occasional or gentle reminders.	None Occasional reprimand or C1	Academy behaviour policy *Every interaction is an intervention*	
Tier 2			
Students who need some support to learn how to behave well	Sometimes receives C1 and C2 (lesson removal/detentions)	PL/FL/SPL intervention Restorative conversations Home contact	
Tier 3a			
Students who need more targeted support to learn to behave well	Repeat C2 (detentions) Occasional C3	PL Tier 3 Behaviour Plan +TDA interventions Liaison with FL/SPL if appropriate Entry point for TATC	L2 EHAF Registered with family service Public Health Practitioners
Tier 3b			
Students with significant barriers to self- regulation and needing extensive support to behave well	Regular C2 (detentions) Repeat C3 (Internal exclusion) Exclusion at another Academy Possible FT Exclusion	PL Tier 4 Behaviour Plan and Risk Assessment. SENDCO input re any potential unmet needs. SSF support	Consideration of the 'Concerning Behaviour Pathway' or L3 EHAF Springboard Other external support eg Notts TETC, CAMHs
Tier 4			
Students at high risk of P Ex	Regular C3 (internal exclusion) FTE	SLT/PL behaviour plan Governor Panel SSF 6 week placement Managed Move Alternative Provision	L3 EHAF Concerning Behaviour Pathway AFN/HLN application Other external support eg Notts TETC, CAMHs Fair Access
Academy Interventions			
Pastoral Leader Mental Health First Aider ELSA Counselling TA Keyworker Staff Mentor Draw and Talk Boxing Horse Care Community Workshop Sensory Room Anger Management Specialist Support Faculty			
Indicators of Unmet Needs			

ADHD Some key signs:	**ASD some key signs:**
Being constantly restless/fidgety. Not able to sit still in their seat. Tapping hand or shaking foot Talking a lot, interrupting, not able to be quiet. Easily distracted by others. Short concentration span. Hypervigilant - easily picks up on what is around them. Saying or doing things without thinking. Cannot seem to help themselves.	Struggles with any change to routine. May result in angry or avoidance behaviour. Obsessive behaviour /fixated on a particular topic. Unusual behaviours e.g. spinning, flapping Struggles to give eye contact Over the top/angry outbursts. May seemingly go from 0-10 very quickly. Takes things very literal e.g. pull up your socks. Strong sense of justice. Very black and white. May struggle with noises and crowds. Doesn't understand social cues

Appendix C – Search and Confiscation Log

Date	Pupil Name	Search Y/N	Reason for search	Searched by (Confirm 2 members of staff)	List Item(s) found or state nothing found	List items confiscated	Confiscated by?	Where are the items stored?	Police informed Date/time and by whom	Parent informed? Date/time and by whom	Date Item returned or if collected – who by