



Behaviour Policy checklist

In January 2016, The DfE published the 'Behaviour and discipline in schools' guidance document, which is an overview of the powers and duties of school and academy staff, in regards to maintaining good behaviour amongst pupils. The guidance is designed to advise academies that are developing a behaviour policy.

This checklist has been designed to cover all the aspects which should be addressed by an effective and comprehensive Behaviour Policy. This checklist is compliant with the following legislation, including, but not limited to the:

- Education Act 2011
- Academy Standards and Framework Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Academies (Specification and Disposal of Articles) Regulations 2012
- Academy Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

All CMAT academies should ensure that they have Behaviour policies, practices and procedures in place that adhere to ALL aspects of the checklist below. Please complete the checklist, ensuring actions are tackled and resolved by 09 June 2017. Once completed please sign off the checklist with the signature of the Headteacher and forward your Behaviour Policy to Martin Fletcher using the appendix from this document as an introduction.

Aspect that should be included	Reference (against DfE guidance 01.01.16)	Yes/no	Action
Academies			
A policy that promotes good behaviour has been developed and distributed.	5	✓	
A policy for preventing bullying has been developed and distributed.	5	✓	See linked policy Anti-bullying
The sanctions for bad behaviour have been clearly communicated to all pupils and staff.	5	✓	
All the policies and procedures have been made available to parents/carers.	5	✓	

The following features of Maintained academies should also be in place for all CMAT academies

A strategy is in place to prevent bullying.	4	✓	See linked policy Anti-bullying
Pupils' day-to-day conduct is regulated.	4	✓	
A process is in place for screening and searching pupils.	4		To be actioned 2017-2018
Reasonable force and physical contact is properly regulated.	4	✓	Needs to be recorded more rigorously
A process is in place for disciplining pupils beyond the academy gates.	4		Further advice to be sought
The academy works with external agencies to tackle continuing disruptive behaviour.	4		Further advice to be sought
A process is in place for dealing with accusations of staff misconduct.	4	✓	See linked policy Staff code of Conduct
Teachers' powers to discipline have been clarified, including powers outside academy, or in the charge of a member of staff.	5		Further advice to be sought

Development of the Behaviour Policy

A strong and consistent approach to behaviour management is in place.	5	✓	
Strong senior leadership has been established.	5	✓	
There is an effective approach to classroom management.	6	✓	
Rewards and sanctions have been clearly communicated to pupils and staff.	6	✓	
Effective behavioural strategies are in place.	6	✓	
Pupils are taught the benefits of good behaviour.	6	✓	
Staff are supported and have an opportunity to develop their skills in behavioural management.	6	✓	Refer to staff cpd log

			Training provided 2016-2017 behaviour for learning staff mini-bytes
Systems of support are in place for pupils.	6	✓	
Arrangements have been made for liaising with parents/carers.	6	✓	
Arrangements are in place for managing pupils' transition arrangements.	6	✓	
A process is in place for dealing with cases of malicious accusations against members of staff.	6	✓	See linked policy - Complaints
Procedures are in place for safeguarding pupils with special educational needs and disabilities (SEND), as outlined in the Equality Act 2010.	6	✓	
Teachers' powers			
Teachers are aware of their powers to discipline, as described in sections 90 and 91 of the Education and Inspection Act 2006.	6	✓	To be actioned 2017-2018
Teachers are aware of their powers to impose detentions outside of academy hours.	6	✓	To be actioned 2017-2018
Teachers and other paid members of staff are able to discipline pupils off academy premises, including during academy trips.	6	✓	To be actioned 2017-2018
Punishments			
Teachers' are able to punish pupils, whose behaviour falls below the expected standards.	7	✓	
The decision to punish a pupil is only made by a paid member of staff who has been authorised by the headteacher.	7	✓	
The decision to punish, as well as the punishment itself, must be made on the academy premises, whilst the pupil is under the charge of a paid member of staff.	7	✓	

Punishments do not breach any active legislation, such as the Equality Act 2010.	7	✓	
In accordance with The Education and Inspections Act 2006, punishments are proportionate to the misbehaviour committed by the pupil, the pupil's age and any specific SEND or religious requirements.	7	✓	
Corporal punishment is not allowed under any circumstances.	7	✓	
Consideration is made as to whether the misbehaviour is due to the pupil suffering, or is the result of the pupil being likely to be the result of the pupil suffering from significant harm.	7	✓	
Consideration is made as to whether continuous disruptive behaviour is likely to result in other pupils' educational needs being unmet.	7	✓	
<p>Punishments may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Verbal reprimands • Extra work, or being instructed to repeat unsatisfactory work • Written tasks • Loss of privileges • Missing break time • Detentions • Academy-based community services • Behaviour monitoring • Early morning reporting • Temporary or permanent exclusions 	8	✓	
Staff, pupils and parents/carers are made aware of the high standards of behaviour which are expected.	8	✓	
A system is in place to reward good behaviour.	8	✓	
Punishments are implemented fairly and consistently.	8	✓	
Good behaviour is encouraged through high expectations, a clear Behaviour Policy and an overall academy ethos which promotes mutual respect between all members of the academy community.	8	✓	

Powers outside the academy gates			
Teachers are aware of their powers to punish pupils for bad behaviour which occurs outside the academy gates.	9		To be actioned 2017-2018
Specific punishments and sanctions are outlined for non-criminal bad behaviour which occurs off the academy premises.	9		To be actioned 2017-2018
Teachers are permitted to discipline bad behaviour when a pupil is: <ul style="list-style-type: none"> Participating in a academy-organised or academy-related activity. In transit to or from academy. Wearing the academy uniform. In anyway identifiable as a pupil of the academy. 	9		To be actioned 2017-2018
Certain types of misbehaviour can be punished at any time, these include any action that: <ul style="list-style-type: none"> Disrupts the orderly running of the academy. Poses a threat to another person. May adversely affect the academy's reputation. 	9	✓	
Teachers are only permitted to discipline pupils on academy premises, or when the pupil is under the lawful control of a teacher.	9	✓	To be actioned 2017-2018
Detentions			
Teachers have the power to issue a detention to any pupil under the age of 18.	9	✓	
Parents/carers have been made aware that detentions, including detentions outside of academy hours, are used as a punishment.	9	✓	
Detentions that take place outside of academy hours include the following: <ul style="list-style-type: none"> Any academy day where the pupil has not received permission to be absent Any weekend, other than that which precedes, or follows a half-term break INSET or training days 	10	✓	

Detentions are not issued in cases where doing so would compromise a pupil's safety.	10	✓	
The headteacher is responsible for determining which members of staff are authorised to issue detentions.	10	✓	
Parents/carers are aware that consent is not required for a detention.	10	✓	
During lunchtime detentions, pupils are allowed time to eat, drink and use the toilet.	10	✓	
When issuing detentions, teachers should consider whether: <ul style="list-style-type: none"> • The detention will put the pupil at risk. • The pupil has any caring responsibilities. • The parents/carers of the pupil have been informed. • Suitable travel arrangements can be made; inconvenience for the parents/carers is not a factor. 	10	✓	
Confiscations and searches			
Knives, weapons, and extreme or child pornography are always handed to the police.	11	✓	
Searches are permitted for the following prohibited items: <ul style="list-style-type: none"> • Knives and weapons • Alcohol • Illegal drugs • Stolen items • Tobacco and cigarette papers • Firework • Pornographic images • Any item which has been used to commit an offence • Any item which is likely to cause personal injury or damage to property • Any other item which is banned under the academy's guidelines 	11		To be actioned 2017-2018
Teachers will decide when, or if, an item is returned.	11		To be actioned 2017-2018
Teachers are protected from liability for damage to, or the loss of, any confiscated item.	11		To be actioned 2017-2018

Teachers are permitted to confiscate items as punishment, so far as is reasonable.	11	✓	To be actioned 2017-2018
Reasonable force			
<p>Members of staff are permitted to use reasonable force in the following circumstances:</p> <ul style="list-style-type: none"> To prevent a pupil committing an offence To prevent a pupil injuring themselves, or another person To prevent damage to property To maintain good order and discipline in the classroom 	12	✓	To be reviewed and staff training updated 2017-2018
<p>Teachers are only permitted to use force when searching for the following items:</p> <ul style="list-style-type: none"> Knives and weapons Alcohol Illegal drugs Stolen items Tobacco and cigarette papers Fireworks Pornographic images Any item which has been used to commit an offence <p>Force cannot be used to search for any other item.</p>	12		To be reviewed and staff training updated 2017-2018
Isolation rooms			
Disruptive pupils can be placed in an area away from other pupils if they are being disruptive.	12	✓	
The types of bad behaviour which may lead to isolation have been clearly outlined.	12	✓	
Pupil wellbeing is always considered before isolation, this includes safeguarding, pupil welfare, and any health and safety considerations.	12	✓	
The time periods for isolation have been clearly defined.	12	✓	
Pupils are not kept in isolation for more time than is necessary.	12	✓	
Pupils in isolation are allowed to eat, drink or use the toilet.	12	✓	



**embrace
challenge:
expect
excellence**

Daubeney Academy

Behaviour Policy

Version: CMAT Board approved 25th May 2017

Statement of intent

Daubeney Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of academy life.

The academy is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the academy's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Daubeney Academy **Behaviour Policy** **November 2017**

Policy Statement

At Daubeney Academy we believe that a high standard of behaviour from all leads to high standards of teaching and learning.

It is the collective responsibility of all members of the Daubeney Academy community, including teachers, other professionals, students and parents, to ensure that high standards of behaviour are achieved and maintained.

School Aims

Teachers have the right to teach and students have the right to learn in a classroom free from disruptive behaviour – a classroom that both reflects behavioural expectations and creates an atmosphere in which students' self-esteem can flourish. We aim to achieve the standards laid out in the most recent government guidance on behaviour and safety in schools:

To create this learning environment, remember that:

- Teachers have authority over the behavioural expectations that are agreed with their classes and will be supported by all if there is a need to correct any kind of behaviour
- Students are expected to develop the skills that will lead them towards consistently high standards of behaviour – this will include taking responsibility for their own actions and putting things right when they go wrong
- Senior staff will support all members of the Daubeney Academy community in making efforts to achieve and maintain consistently high standards of behaviour, but in the first instance it is expected that those directly involved in behavioural conflict will make attempts to seek resolution

Behaviour Analysis

All behavioural incidents are logged by subject teachers or other members of staff on SIMS. Behaviour is analysed half-termly, with key headlines to be reported back to the Senior Leadership Team, Governors and Progress Leaders. Behaviour Analysis Reports should enable all members of the Daubeney Academy to spot behavioural trends and to become not only more aware of the big picture regarding behaviour in the school but also more proactive in terms of attempting to achieve and maintain the high standards of behaviour that we expect.

Code of Conduct

The four Rs, as outlined in our Code of Conduct posters that are in every classroom:

Responsibility:

- Be punctual
- Be smart
- Be accountable

Relationships:

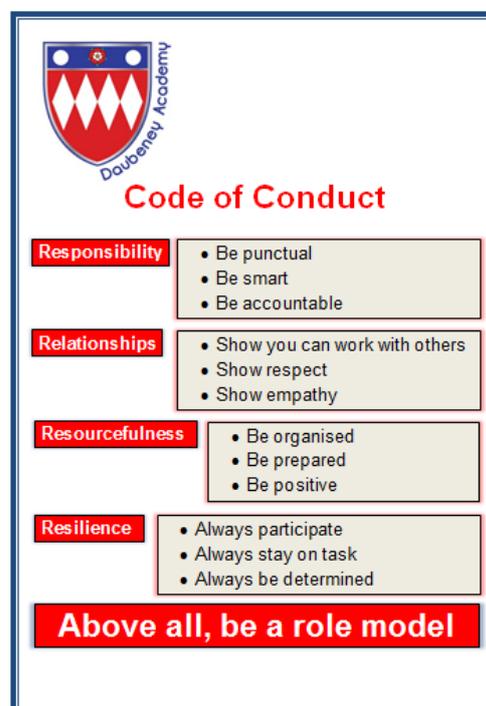
- Show you can work with others
- Show respect
- Show empathy

Resourcefulness:

- Be organised
- Be prepared
- Be positive

Resilience:

- Always participate
- Always stay on task
- Always be determined



We expect all members of the Daubeney Academy community to make a daily effort to be a role model for others through their own high standards of behaviour.

Expectations of students

Our expectations of students, as outlined in our Expectations of students posters that are in every classroom:

Expectation 1: *Keep hands, feet and comments to yourself*

- To create a calm place to learn
- So everyone feels safe in class and no-one gets injured or upset
- To ensure everyone gets treated with respect

Expectation 2: *Always try your best as learning can be tough*

- So everyone learns as much as possible and continues to achieve excellent grades
- To ensure all work is always completed to the highest possible standard

Expectation 3: *Listen to instructions and explanations*

- So you stay safe
- So you will understand what you have to do and how you have to do it



Expectations of pupils

Expectation 1: *Keep hands, feet and comments to yourself*

- To create a calm place to learn
- So everyone feels safe in class and no-one gets injured or upset
- To ensure everyone gets treated with respect

Expectation 2: *Always try your best as learning can be tough*

- So everyone learns as much as possible and continues to achieve excellent grades
- To ensure all work is always completed to the highest possible standard

Expectation 3: *Listen to instructions and explanations*

- So you stay safe
- So you will understand what you have to do and how you have to do it

Sanctions:

How behavioural incidents are dealt with at Daubeney Academy, as outlined in the *What Happens If I Get It Wrong?* posters that are in every classroom:



What happens if I get things wrong?



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1

Discussion with subject teacher

2

Discussion with subject teacher

- consequence decided by subject teacher

3

Removal to form tutor

- contact with home by subject teacher
- consequence decided by subject teacher

4

Disruption of form tutor's lesson

- removal to Progress Leader
- contact with home by subject teacher or Progress Leader & consequence decided by subject teacher or Progress Leader

5

Red Card (unwillingness to cooperate with Progress Leader or serious incident)

- removal by SLT
- contact home
- meeting arranged & consequence decided

6

Repeated unacceptable behaviour

- further pastoral support
- Time in the BLUE (Behaviour for Learning and Understanding Expectations) room
- return to mainstream education with improved behaviour
- or exclusion from Daubeney Academy

If you get things wrong, you are expected to put things right.

As the majority of a student's time at school is spent in a classroom, in most cases **it is the responsibility of the subject teacher who is present at the time to take the lead in assisting the student towards an understanding of how he/she could behave better.** This would normally take the form of a brief discussion, either during or after the lesson or inside or outside of the classroom, depending on which is deemed to be most appropriate by the subject teacher. It may be the case that the discussion does not lead to an improvement in a student's behaviour or that the subject teacher believes that a consequence is necessary in order to help the student reach a higher standard of behaviour; in both cases **the subject teacher has the right to decide a consequence**, usually a detention. A detention can take place either during break or lunchtime or after school. Instances may arise where a student's behaviour is affecting the learning of others in the classroom and the subject teacher decides that a discussion with the pupil may not lead to an immediate improvement in behaviour. In this case, **the pupil will be sent to his/her form tutor with some independent learning to complete.** *As conflict is most effectively resolved by those directly involved in it, it is expected, however, that the subject teacher will then, on the same day, contact the student's parents/carers in order to inform them of their child's poor behaviour and agree upon a consequence.* **If the student's behaviour does not improve once he/she has been sent to his/her form tutor then he/she will then be sent to his/her Progress Leader.** *At this stage, it is expected that the Progress Leader and the subject teacher will decide upon who takes the lead in contacting home in order to speak to parents/carers and organise a consequence to the poor behaviour.* **If the student's behaviour does not improve even once he/she has been sent to his/her Progress Leader then a red card will be sent to the main office and a member of the Senior Leadership Team will become involved.** A red card can also be sent by a subject teacher if the initial incident is so serious that the procedural chain outlined above must be missed out. *It is expected that if a situation is so serious that SLT have to become involved then the student and his/her parents will be required to attend a meeting in order to discuss what*

happened and what steps will be taken in order to not only put things right but also make sure that there are no repeats of the behaviour.

At Daubeney Academy, we are proud to be an inclusive school with a reputation for good pastoral care and behaviour (“The behaviour of pupils is good. Teachers use the school’s behaviour policy effectively. As a result, it is very unusual for poor behaviour to get in the way of learning.” Ofsted 2016) and we will make every effort to work effectively with all students and all families for as long we can. This may take the form of daily reports, 1:1 pastoral sessions, sessions in our Learning Support Base, break time and after school detentions, internal exclusions from mainstream learning in the BLUE room (**B**ehaviour for **L**earning and **U**nderstanding **E**xpectations), work with external agencies or off-site provision. However, exclusion from Daubeney Academy is an option that may be taken if we have tried a number of strategies and there is not an improvement in a pupil’s behaviour.

Rewards:

How students are rewarded for high standards of behaviour at Daubeney Academy, as outlined in the *What Happens If I Get It Right?* posters that are in every classroom:

What happens if I get things right?

Daubeney academy
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<u>Daily/Weekly</u>	<u>Half-Termly/Termly</u>	<u>Yearly</u>
<ul style="list-style-type: none">• Verbal Praise• Merits• Green Card• Golden Ticket• Values Postcard• Colours Reward Points• Positive Phone Call home	<ul style="list-style-type: none">• Golden Ticket Draw Prize• Headteacher's Award• Blue Plaque• 100% Attendance Certificates• Attendance Reward Sessions• Subject Postcards	<ul style="list-style-type: none">• End of Year cups and Certificates• Maths/Reading Buddies /Intervention Certificates• Involvement in Trips• Positive End of Year Report• Colours Awards Ceremony (biannually)

It is expected that **students will always be verbally praised** whenever they behave well, make considerable effort or complete tasks to an excellent standard. Alongside this, **they will also be awarded merits**. The merits form is located in the Daubeney Academy student planner and will be signed by a member of staff each time a student is deserving of more than simple verbal praise.

Daubeney Colours

In September 2016, all members of the Daubeney Academy community took part in a discussion about what values they wanted the school to stand for. From an initial list of 33

values given to all stakeholders at the end of the process it was agreed that our shared values are:

- **Respect**
- **Responsibility**
- **Learning**
- **Confidence**
- **Honesty**

Values post cards can be awarded by **any member of staff** with the reason linked to the value clearly stated on the post card, students can aspire to collect a series of all 5 postcards.

Linked to this since January 2017 as part of updating our rewards system we have been embedding the **Challenger Diploma** and the new rewards system namely **Daubeney Colours**. Students will gain credits that they will log online to gain four badges to be worn on their blazers that will be presented at awards ceremonies twice a year. The badges will be known as:

- **Year Colours**
- **House Colours**
- **School Colours**
- **CMAT Colours**

Key to our praise system is communication between Daubeney Academy and parents and **form tutors will endeavour to communicate with parents/carers via planners on a weekly basis** if their child has either achieved or maintained the high standards of behaviour that we expect.

Blue Plaques may be awarded as a permanent reminder of the moment in which a high standard of behaviour or academic progress was achieved.

In year assemblies each half term certificates will be given to those pupils who have achieved 100% attendance and those pupils along with others whose attendance has improved will be allocated a raffle ticket for a draw to have lunch/hot chocolate and cake with senior staff.