



**Embrace
Challenge:
Expect
Excellence**

**Building character
Nurturing ambition
Delivering success**



**Daubeney
academy**

Behaviour Policy 2020

Daubeney Academy

Behaviour Policy

2020-2021

Item	Page
Statement of Intent	2
School Aims	2
Behaviour Analysis	3
Code of Conduct	4
Expectations	4
Sanctions	5
Exclusions	7
Recording Information (SIMS)	8
Rewards	9
Colours	10

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.

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.

To create this learning environment it is an expectation that:

- Teachers will have high expectations of student behaviour. These are explicit and will have been discussed and agreed with students in each class.
- 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 individual members of staff will deal directly with poor behaviour and take action to seek resolution.

Behaviour Analysis

All incidents of poor behaviour are logged by subject teachers or other members of staff on SIMS. Poor behaviour is analysed half-termly, with key headlines reported back to the Senior Leadership Team, Governors and Pastoral Lead.

Form tutors will report and utilise behaviour analysis during a weekly session with tutees to ensure accountability remains with the student, tutors contact home where patterns arise or when students are struggling to maintain good behaviour across the school. In addition, form tutors will support students in restoring relationships with staff members where these have broken down.

Where students repeat poor behaviour in one subject area, classroom teachers will contact home and include the Head of Subject/Faculty, form tutors will be informed but ownership of behaviour management will remain within the faculty.

The Pastoral Support Unit will issue analysis of students accessing the provision and document use by vulnerable groups as well as demonstrating initiatives and efficiency.

Use of a Behaviour Coach will be implemented for any student with SEN needs will be organised and tracked appropriately, this is to ensure SEN students are not over represented in the PSU and that their specific needs are met and supported, thus allowing continuance of mainstream inclusion.

Where students are placed on report by form tutor, Key Stage Lead or SLT, these will be filed and documented on SIMS to ensure tracking is possible and effective.

Behaviour Analysis Reports should enable all members of the Daubeney Academy to spot trends in poor behaviour. Our expectation is that individual members of staff will then use this analysis to be as proactive as possible in ensuring that high standards of behaviour are maintained.

Code of Conduct

Our code of conduct is based on The Four Rs.

Responsibility:

- Be punctual
- Be smart
- Be accountable

Respect:

- Show you can work with others
- Communicate appropriately
- Show empathy

Honesty:

- Be open about mistakes
- Be supportive
- Be positive

Confidence:

- 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

Expectation 1: Keep hands, feet and comments to yourself to create a calm place to learn, so everyone feels safe and maintains good physical and emotional wellbeing.

Expectation 2: Always try your best as learning can be tough. Allowing everyone to learn as much as possible and continue to achieve success. To ensure all work is completed to the highest possible standard.

Expectation 3: Listen to instructions and explanations. So that you stay safe and understand what you have to do and how you have to do it.

Sanctions:

All incidents of poor behaviour are logged on SIMS by the appropriate member of staff, indication is given on SIMS as to the following course of action, this is as follows:

Behaviour	Sanction
<p>Whole School Low level issues Lack of equipment, late to school, littering</p>	<p>Contact form tutor to address issue Form tutor to contact home and record as communication on SIMS</p>
<p>B1 Talking over teacher, low level disruption, preventing others from learning, calling out, minimal work completed.</p>	<p>Warning 1 – verbal and clear Warning 2 – move seats within the room – back after lesson to discuss Warning 3 – Stand outside room for ‘cool off’ – bring back after lesson to discuss</p> <p>Actioned by classroom teacher</p>
<p>B2 No response to B1 warnings, continued disruptive behaviour, refusing to complete work, failure to complete/hand-in homework</p>	<p>1:1 resolution 30 minute detention</p> <p>Actioned by classroom teacher</p>
<p>B3 Failure to attend B2 detention, internal truancy, rudeness to staff, verbal abuse of peer, refusal to follow instructions, dangerous behaviour</p>	<p>60 minute detention</p> <p>Actioned by classroom teacher, supported by HoD, communicated by email</p>
<p>B4 Failure to attend B3 detention, continued refusal to follow instructions, continued verbal abuse of a peer, vandalism of school property, inappropriate use of mobile phone, threatening behaviour towards peer, bullying (including cyber)</p>	<p>60 minute Pastoral Lead/AAHT Detention Internal Exclusion (Pastoral Support Unit)</p> <p>Reported to AAHT by email, actioned by AAHT or other SLT</p>
<p>B5 Failure to complete KS detention, failure to adhere to expectations in PSU, persistent bullying (including cyber), fighting, bringing the academy into</p>	<p>Internal Exclusion (Pastoral Support Unit) Fixed Term Exclusion</p>

disrepute, swearing at a staff member, threatening behaviour towards staff, theft, physical assault of a peer	Reported to SLT by email, actioned by SLT
B6 Failure to comply with PSU, possession of items that endanger the safety of others, persistent disruptive behaviour, violent behaviour towards a staff member, serious breach of Daubeney's behaviour policy	Fixed Term Exclusion Permanent Exclusion Actioned by SLT

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.

Pastoral Intervention 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 PSU (Pastoral Support Unit), 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.

Exclusions

At Daubeney we strive to support all students to address issues with behaviour in order for them to achieve their individual goals.

The law states:

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious misconduct in school could result in a permanent exclusion e.g. assault, possession, use or passing on / selling of drugs, serious violence and persistent non-compliance.

A decision to exclude a student will only be taken by the Headteacher in line with the guidance set out by the DFE.

Recording Information

Objective – “to improve positive attitudes to learning through consistency.”

Instances outlined in the 'sanctions' section above must be entered accordingly on SIMS, this input includes:

- Type
- Lesson
- Time
- Location
- Description
- Action taken
- Parents informed
- Role
- Date of action

These elements allow tracking of behaviour and may support the understanding of patterns of behaviour as well as allowing interventions to be put in place.

Rewards:

It is expected that students will always be verbally praised whenever they behave well, make considerable effort or complete tasks to an excellent standard. In addition to this:

- Achievements logged on SIMS

- Weekly praise texts
- Positive phone call home
- Kangaroo Pass
- Termly Awards for displaying values (Respect, Responsibility, Honesty, Confidence)
- Head Teacher Awards
- Values Postcards
- Invitation to trips
- Celebration Breakfast
- Colours Awards
- Termly Form Awards
- Non-uniform day

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, it was agreed that our shared values are:

- Respect
- Responsibility
- Confidence
- Honesty

Values postcards can be awarded by any member of staff with the reason linked to the value clearly stated on the postcard, 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 are:

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