



**embrace
challenge:
expect
excellence**

**Building character
Nurturing ambition
Delivering success**



**Daubeney
academy**

Behaviour Policy 2021

Daubeney Academy

Behaviour Policy

2021-2022

Item	Page
Statement of Intent	2
School Aims	2
Behaviour Analysis	3
Code of Conduct	4
Expectations	4
Sanctions	5
Recording Information (SIMS)	5
Exclusions	6
Achievement and Behaviour Ladder	7

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 Heads of Year.

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.

Students acquiring three or more behaviour incidents in a week will be placed onto a Form Tutor report for two weeks, if behaviour does not improve, the Head of Year may choose to extend this report for two further weeks, or escalate the report to a Head of Year report. At each stage of this process, contact will be made with the family of the student. In the event that no improvements are made, a Pastoral Support Plan will be drafted with the liaison of the family, this will be monitored by the Head of Year. In the event that improvements to behavioural choices do not occur, an SLT report will be implemented and a Managed Move may be sought. Where students are placed on report by form tutor, Head of Year or SLT, these will be documented on SIMS to ensure tracking is possible and effective.

Behaviour Analysis Reports should enable all members of the Daubeney Academy to identify 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.

The Inclusion Team will meet bi-weekly to identify patterns in behaviour that may be attributed to additional factors and ensure appropriate support is in place for these.

Code of Conduct

Our code of conduct is based on the four values.

Responsibility:

- Be punctual
- Be smart
- Be accountable

Respect:

- Show you can work with others
- Show you can speak appropriately to others
- Show empathy

Honesty:

- Be aware and open about difficulties
- Ask others for help
- Admit mistakes

Confidence:

- Always participate
- Contribute to learning
- 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 represented in the Achievements and Behaviour Ladder which is presented to staff in the handbook.

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 as 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.

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.

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.

Achievement and Behaviour Ladder:

Sanction	Behaviour		Achievement	Reward
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 Actioned by classroom teacher	Talking over teacher, low level disruption, preventing others from learning, calling out, minimal work completed.	1	Confidence in expressing opinions appropriately, Verbal contribution, Effective independent work, Effective group work, Positive equipment spot check, Positive uniform spot check.	Verbal praise, written praise in book. Actioned by any staff member
1:1 resolution 30 minute detention Actioned by classroom teacher	No response to B1 warnings, continued disruptive behaviour, refusing to complete work, failure to complete/hand-in homework	2	Respect shown for the opinions of others, Respect shown for school site/equipment, Excellent effort in home learning, Excellent effort in class work, 100% attendance for ½ term, Improved attendance for ½ term	Praise text, email home, attendance certificate Actioned by any staff (100% organised by HoY)
60 minute detention Actioned by classroom teacher, supported by HoD/HoY, communicated by email	Failure to attend B2 detention, internal truancy, rudeness to staff, verbal abuse of peer, refusal to follow instructions, dangerous behaviour	3	Consistently good effort, Sustained improvement, Voluntarily improving knowledge/understanding, Deeper thinking skill demonstrated, Supporting others	Phone call home, certificate of achievement, department award Actioned by classroom teacher and referred to HoD

<p>60 minute SLT Detention Internal Exclusion (Pastoral Support Unit)</p> <p>Reported to SLT by email, actioned by SLT</p>	<p>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>	4	<p>Acting as a role model to peers, Representing the Academy in an event</p>	<p>Recognised in the Chronicle, Represented on Social Media</p> <p>Actioned by HoD</p>
<p>Internal Exclusion (Pastoral Support Unit) Fixed Term Exclusion</p> <p>Reported to SLT by email, actioned by SLT</p>	<p>Failure to complete KS detention, failure to adhere to expectations in PSU, persistent bullying (including cyber), fighting, bringing the academy into disrepute, swearing at a staff member, threatening behaviour towards staff, theft, physical assault of a peer</p>	5	<p>Sustained full and correct equipment, Showing awareness of assessment criteria Consistently displaying Daubeney Values 100% attendance for a term, Improved attendance for a term</p>	<p>Email home, certificate of achievement, recognition in end of term celebration, social room invitation, pizza</p> <p>Actioned by HoD or SLT (Attendance by SLT)</p>
<p>Fixed Term Exclusion Permanent Exclusion</p> <p>Actioned by SLT</p>	<p>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</p>	6	<p>Sustained exceptional effort across the Academy.</p>	<p>Head Teacher's Award,</p> <p>Actioned by SLT</p>

