



**embrace
challenge:
expect
excellence**

Daubeney Academy

Behaviour Policy

Version: CMAT Board approved

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.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Academy Aims

Teachers have the right to teach and students have the right to learn in a classroom free from disruptive behaviour — a classroom where high expectations create 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 Progress Leaders.

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

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

Above all, be a role model

The Code of Conduct is displayed via posters in every classroom

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 in order to create a calm place to learn where everyone feels safe, no-one gets injured or upset and where everyone gets treated with respect.

Expectation 2:

Always try your best as learning can be tough in order that everyone learns as much as possible and continues to achieve excellent grades. This will ensure all work is always completed to the highest possible standard

Expectation 3:

Listen to instructions and explanations in order that you stay safe and understand what you have to do and how you have to do it.

Our expectations are displayed clearly in every classroom.

Sanctions:

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 (Behaviour for Learning and Understanding Expectations), 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.

Sanctions summary

Step 1: Discussion with subject teacher.

Step 2: Discussion with subject teacher with consequence/resolution. (use professional judgement).

Step 3: Removal – SLT will come to YOU. We will discuss with student/staff member next steps.

From step 3 if the student is removed they will work in isolation with a member of SLT until first resolution with the subject teacher has taken place. Students will normally be removed for the periods indicated below with resolutions held at Break, Lunchtime or at the end of the day.

Lesson 1&2: Break time

Lesson 3&4: lunch time

Lesson 5: after school.

Any student in isolation will not return to lessons until the resolution has taken place on that day.

Step 4: A follow up with the form tutor to discuss the incident if this is required to support the subject teacher.

Step 5: Any monitoring report put in place will be agreed with the subject or form tutor. The Key stage leader will be informed.

What happens outside the lesson

- **1st instance:** conversation 1-2-1 with the student concerned.
- **2nd instance:** sanction/reward (supported by FT/contact home).
- **3rd instance:** follow up monitoring of student progress – through system decided by you. (report monitoring process)

Regular contact home throughout process and Meeting with parents/carers.

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. 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.

Additional rewards

- Verbal Praise
- Golden Ticket Draw Prize
- Merits
- Headteachers Award Certificates
- Values Postcard Certificates e
- Involvement in Trips
- Colours Rewards
- Positive End of Year Points Sessions Report
- Positive Phone Call
- Subject Postcards
- Colours Awards Ceremony (biannually)

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 the 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.

Recording information

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

Pupils that perform consistently or above expectations = Achievement point SIMS ENTRY

Pupils that choose not to follow expectations receive appropriate code

Log on SIMs FULLY: Type, lesson, time, location, Description, Status, action taken, parents informed, Role, date of action. (Please remember to click ok and then save!)

ALL OF THESE ARE VITAL TO SUPPORT FURTHER INTERVENTIONS AT LATER STAGES. (it also helps identify patterns of behaviour.)

Exclusions

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

What 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.