



DUKE'S
ALDRIDGE ACADEMY



Behaviour Policy

2021-2022

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the academy community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the academy to have a written behaviour policy and paragraph 10 requires the academy to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Referral from a lesson due to Low Level Disruption:

- Use of mobile phones or other electrical devices
- Being slow to engage or follow instructions to work
- Talking unnecessarily or chatting
- Calling out without permission
- Showing a lack of respect for each other and staff

A referral may result in the AC/AAC detaining that student during break, lunch or at the end of the day.

Serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual violence and sexual harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
 - Inappropriate images

LEVEL 2

Students who are involved in:

- Refusing to leave the room when requested
- Verbally abusing staff
- Threat or intimidation
- Physical violence
- Aggressive behaviour, including damage to furniture.

SLT or the Pastoral team should be contacted immediately via the ALERT email or send for support from HOD or the Year Base.

Consequences will follow once sent due to one of the above

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial/Religion	Racial taunts, graffiti, gestures, religious taunts
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our academy's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The LGC board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy. They will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour displaying operating norms
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents **(see appendix 3 for a template behaviour log)**

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with staff promptly

6. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the academy on the left
- Treat the academy buildings and academy property with respect
- Wear the correct uniform at all times, including our PE kit
- Accept sanctions when given
- Refrain from behaving in a way that brings the academy into disrepute, including when outside academy

A successful education leads to good exam results which lead to a successful career, which is important for a happy and fulfilled life.

The academy is committed to:

- Providing its students with well taught lessons each day
- Ensuring that students' work is marked and assessed in a way that helps students progress
- Setting demanding but achievable targets for each student and helping each student achieve those targets
- Preventing students from spoiling lessons through disruptive or unacceptable behaviour
- Providing a safe and secure for students to work and relax

Your obligation to the academy is to be part of our learning community. You must:

- Attend academy regularly
- Be punctual for academy in the morning and for each lesson
- Behave sensibly in lessons and around the academy in general, taking account of the needs and feelings of others
- Meet work deadlines including homework
- Know your academic targets and what you need to do to meet them
- Dress smartly according to the academy's uniform rules

HOME—ACADEMY AGREEMENT

Effective education requires a partnership between home and the academy.

The academy's service pledges:

- Good teaching – we will provide your child with 5 properly prepared, well taught lessons each school day
- Homework – we will give your child homework in line with our homework policy (which you will receive a copy of)
- Assessment and monitoring of students' progress – we will regularly mark you child's work and assess his/her progress
- Attendance – we will monitor your child's punctuality and attendance and will inform you of any concerns.
- We will provide your child with a welcoming and safe academy
- Environment and we will effectively support your child by: -
- Dealing with bullying
- Dealing with disruptive behaviour that may affect his/ her lessons.
- Supporting him/ her to be fit, encouraging a healthy lifestyle.

- Preparing him/ her for the world of work and economic well-being.
- Encouraging him/her to be a positively contributing citizen.
- Being Safe

The academy acknowledges its responsibility for the safety of its students. The academy is proactive in ensuring that no person brings knives or other weapons into the academy.

To be able to reassure parents and students that people are safe whilst at the academy there is a policy of regular checks for knives etc administered by the academy's police officer using a hand-held metal detector. Complying with such checks is a requirement of being a student at Duke's Aldridge Academy.

THE STUDENT'S PLEDGE

I will: -

- Attend school every day and be punctual for the start of the day and lessons.
- Be responsible for ensuring that I am properly equipped for all lessons.
- Wear the academy uniform correctly.
- Complete homework and hand it in on time.
- Behave in a respectful and cooperative way.
- Understand the right of students in my classes to learn without me disrupting the lesson and I will not attempt to do so.
- I will behave safely so as not to endanger myself or others or damage or deface property or the academy building or grounds

7. Rewards and sanctions

Rewards and celebrating success are an important part of life within Duke's, student's success both within and outside the class room is rewarded. Rewarding students makes them feel valued, builds confidence and motivates them to achieve. In addition, rewarding good behaviour enables students to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our community.

We understand the importance of recognising, praising and rewarding our students in a way that is meaningful to them. We seek to use methods that students are motivated by and that inspire the students to achieve well. We will ensure that, regardless of ability and age all students across the academy will be able to benefit from the rewards process.

Student achievements are rewarded as house points which students collect over the course of the year, these are recorded as a running total and all students work towards an end of year celebration activity. As well as this, the top 50 students in each year group will receive a prize in the final end of year assembly.

Each half term celebration assemblies are held for each year group to celebrate achievements and significant improvements for individuals and groups of students. Students received any certificates they have achieved; attendance rewards are presented along with any other achievements earned by students in this half term.

Students can achieve rewards for the following: attendance, punctuality, outstanding effort in lesson or in homework, outstanding attainment in lesson and in homework, representing the

academy in sports or other activity, citizenship, school leadership, exceptional performance outside of the academy, helping/supporting academy events, tutor merit for equipment, representing their house and winning a house competition.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Special awards

The academy may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring to a member of the pastoral team, AC or AAC
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Pastoral Support Plan
- School within a School – for 6 weeks

We may use Alternative Provision in response to serious or persistent breaches of this policy.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the academy, such as on a school trip or on the bus on the way to or from academy.

A teacher may discipline a student for any misbehaviour when the student is:

- taking part in any academy organised educational visit
- travelling to or from academy or
- wearing the academy uniform or
- in some other way identifiable as a student at this academy

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the academy which includes e-safety/cyber bullying such as text messages, videos, Tik Tok, Facebook, WhatsApp and Twitter.
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the academy.
- Failure to comply with staff instructions
- Students may face consequences if you are in the company of others when they are involved in negative behaviour.

Duke's Aldridge Academy is committed to ensuring our students act as ambassadors. Taking the above into account, we expect the following:

- Good order on all transport to and from academy and all educational visits
- Good behaviour on the way to and from academy
- Positive behaviour which does not threaten the health, safety or welfare of our students, staff, visitors or members of the public.
- Reassurance to members of the public about school care and control over students in order to protect the reputation of the academy.
- Protection for individual staff and students from harmful conduct by students of the academy when not on the academy premises.
- The same behaviour and expectations for students on the academy

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff, as well as the Managing Allegations against staff policy for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Students will:

- Enter the classroom ready to work
- Take off outdoor coats, scarves and gloves and have the full school uniform visible
- Sit down as instructed by the classroom teacher according to the seating plan
- Be prepared with the necessary equipment
- Work positively & respectfully with other students and the adults in the classroom
- Be attentive, positive and ready to learn

Students will not:

- Shout out across the classroom
- Get out of his/her seat without permission
- Make negative comments to staff or students
- Disrupt other learners
- Chew gum or eat in the lesson
- Take out combs, mirrors or any other personal items that are not relevant for the lesson, including mobile phones
- Change the colour of his/her hair

On the academy premises or in the academy building

Students must:

- Wear black outdoor jackets outside without a big logo (no bigger than 7.5cm on the back and front)
- Walk on the left quietly in a sensible manner in the academy
- Be polite and courteous to others

Students must not:

- Chew bubble or chewing gum at any time (litter picking duties will apply)
- Leave the Purple Diner with food items

- Use electrical items including mobile phones during registrations, in between or during lessons
- Make negative comments to others in the academy community to insult or hurt them in anyway

Sanctions will apply for breaking the above rules.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents ([see appendix 3 for a behaviour log](#))

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Student support

The academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The academy's SENDCo will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Student transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold Year 7 new intake interviews and induction programmes.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, Duke's culture and pastoral systems as part of their induction process. *i.e. Safeguarding briefing*
Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and the LGC board every year. At each review, the policy will be approved by the Principal.

12. Links with other policies and procedures

This behaviour policy is linked to the following policies:

- Exclusions process and checklist
- Safeguarding policy
- Anti-bullying policy

Appendix I: Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff, which is shared with students twice per year
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the academy and students' home life

The LGC board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Behaviour Log

Student's name:		Tutor Group	
Name of staff member reporting the incident:			
Date:			
Where did the incident take place?			
When did the incident take place? (Before school, after school, lunchtime, break time)			
What happened?			
Who was involved?			
What actions were taken, including any sanctions?			
Is any follow-up action needed? If so, give details			
People informed of the incident (staff, governors, parents, police):			
SIGNATURE			
DATE			

MOBILEPHONES, MUSICPLAYERS AND OTHER ELECTRICAL EQUIPMENT

IF THEY ARE
ONLY PARENTS WILL BE

CONFISCATED,
ABLE TO GET THEM BACK!



DUKE'S
ALDRIDGE ACADEMY



Mobile Phones, iPods, MP3/4s and ear phones should be **TURNED OFF** and **OUT OF SIGHT**

Before the bell goes

for registration 8:40am

Break: 11:00

- 11:15am

Lunch: 12:20

- 1:15pm

Lunch: 1:15

- 2:10pm

After 3:10pm unless you are in detention



All mobile phones that are visible **INSIDE/OUTSIDE CLASSROOMS DURING LESSON TIME** will be confiscated and kept by the school for a **FULL** week!

Examination Room

Students will:

- Enter the Examination Room in silence
- Leave all of their bags/coats at the front of the room
- Be in full school uniform
- Sit down as instructed by the Examinations Officer / Invigilator according to the seating plan
- Be prepared with the necessary equipment
- Complete their exam in silence, raising their hand if they require assistance

Students will not:

- Talk once they enter the Examination Room
- Bring unauthorised items to their exam desk
- Shout at across the examination room
- Get out of his/her seat without permission
- Disrupt other candidates within the Examination Room
- Eat in the Examination Room

The consequences of not following the rules within the Examination Room is that your examination paper may not be accepted and you do not receive a grade. This could affect just the paper you are sitting or in extreme circumstances affect all of your examination papers.