

Behaviour Policy

2023-2024

Approved by:	Local Governing Committee	Date:	October 2023
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Last Updated: September 2023

Governors:

This policy is communicated to:

Governors via the full Governors Meeting at the start of the academic year Staff through INSET, email, policy folders on the shared intranet area (T Drive) and Departments

Parents/persons with parental responsibility via the school website

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I. CONTEXT

Duke's Aldridge Academy is committed to success for all members of the Academy community. A key element of achieving this is to ensure that students are able to enjoy a calm, orderly environment that supports learning and safe and supportive conduct between all members of the community. This policy sets out the systems that DAA uses to promote and ensure high standards of behaviour and conduct in the academy.

This Policy:

- Provides the procedures for a positive ethos where learning comes first
- Defines the expectations that we have of each other in our Academy community
- Explains how students will be rewarded when they make effort and progress, and when they support the academy community
- Provides guidance and support for staff dealing with inappropriate behaviour
- Sets out approaches to promote behaviour management strategies

All stakeholders in the Academy are responsible for ensuring that teaching and learning comes first and that staff and students can succeed.

- All staff have a responsibility to promote and maintain a positive learning environment.
- Effective behaviour management is underpinned by consistency and clear systems.
- All students are responsible for their own actions and choices.
- Parents/carers are responsible for supporting the Academy's behaviour management policy and procedures by working in partnership with the academy staff
- The Local Governing Committee (LGC) is responsible for agreeing the Academy's Behaviour Policy and ensuring that this is regularly monitored, evaluated and reviewed.

2. 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**

3. LEGISLATION AND STATUTORY REQUIREMENTS

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Behaviour and discipline in school
- 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.

3.1 Rationale

Duke's Aldridge Academy and its LGC seek to create an environment in the school which encourages, reinforces and rewards good behaviour in order to promote maximum opportunities for learning. Our behaviour model is child centred and aims to up skill our students and teach them how to control their own behaviour. The primary aim of our school is that every member of the community feels valued and respected, and that each person is treated fairly and well within a climate of mutual trust and respect. We base our behaviour principles and models around developing individual responsibility and students' ownership of their behaviour, having restorative discussions following incidents.

3.2 Expectations and Ethos

We have high expectations for all of our students regardless of their background, ethnicity, culture or educational needs. Our system is not punitive and we recognise that human beings make mistakes but the expectation is that when this happens students engage in the restorative process. We expect that students engage with the intervention and support put in place to help them modify their behaviour.

3.3 Rewards and Sanctions

The focus of our behaviour model rewards the large majority of our students who do the right thing most of the time. It is important to ensure these students are recognised consistently. When students meet and exceed expectations, Duke's Aldridge Academy have a clear system of rewards to acknowledge when students are successful (Table 1).

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 receive 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.

Table I

Rewards	Sanctions
<p>Positive Narration Positive narration given publicly or privately is a feature of a Duke's lesson and should be given regularly, fairly and consistently when students make the right choices. Written praise and feedback in student work will also be used.</p>	<p>Verbal Warnings Staff will make a student aware that their behaviour is unacceptable and warn them that subsequent challenging behaviour will be sanctioned. Staff may utilise other classroom management strategies to address low level disruption.</p>
<p>BROMCOM Achievement Points Students may be rewarded with achievement points by any staff member. Points are accumulated and trigger further rewards throughout the year.</p>	<p>Internal Referral System Students will be removed from their lesson and placed in another classroom or lesson under the supervision of a member of staff</p>
<p>Well done postcards Departments and Pastoral Teams will communicate with home via Praise postcards to acknowledge good work, improvements, attendance and punctuality and Attitudes to Learning.</p>	<p>Detentions All school staff have the authority to issue students for detentions. Detentions may take place on any day of the week and the school will try its best to notify parents/carers will.</p>
<p>Certificates Certificate will be awarded to students to reward outstanding work, behaviour, attendance, effort and attitudes.</p>	<p>Interventions Based on behaviour points, behaviour reports, parental meetings and pre-PSP and PSP meetings will be put in place.</p>
<p>Reward trips Students who achieve a high number of achievement points will be rewarded by being invited on reward trips at Christmas and Summer which student voice help organise</p>	<p>Behaviour Intervention Reflection process and procedure will be in place for students who persistently fail to meet the expectations of the school; actively prevent teachers from teaching and learners from learning or are a health and safety risk. External agency support will be allocated if needed.</p>
<p>Tea Excellent behaviour, effort, attendance and punctuality will be rewarded with the opportunity to attend a Principal's tea party.</p>	<p>Behaviour Panels/SWS Various levels of behaviour panels are in place. Parents/carers and students will be asked to attend a behaviour panel. The panel will be made up of the SSP; then Principal/Vice Principal and finally members of the Governing Body. This may eventually lead to a student being permanently excluded.</p>

4. BEHAVIOUR

4.1 **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

4.2 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 Achievement Coordinator/Assistant Achievement Coordinator (AC/AAC) detaining that student during break, lunch or at the end of the day.

4.3 **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 any potential weapons
 - Alcohol
 - Illegal drugs or drugs not authorised through medical staff
 - Stolen items
 - Tobacco, cigarette papers and vapes/electronic smoking device
 - Fireworks
 - Pornographic images or any images deemed inappropriate by the Academy
 - 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) the Principal and authorised staff can also search for any item banned by the school, including mobile phones

4.4 BEHAVIOUR STAGES

Most instances of misbehaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is proportional to the incident. The school has adopted a clear, concise system of sanctions that can be rigorously and consistently applied by all teachers and support staff:

- I. Classroom management strategies (verbal warnings, parental contact)

2. Removal from lessons (ALERT System/Behaviour Support/Interventions)
3. Detentions (subject teacher, Year SSP Team, Leadership, Punctuality)
4. Phased support and Intervention to include Reports, support referrals, Behaviour Panels Principal/Governing Body, Alternative Provision)
5. Withdrawal from School (Fixed Term Exclusions, Permanent Exclusion)

An important feature of our approach to positive behaviour for learning is that students and staff have a common understanding of consequences when the school's expectations have not been met.

When dealing with incidents, we use simple restorative questions to guide our conversations with students, such as:

- Can you help me understand what happened?
- When (specific event happened), what were your feelings and thoughts?
- What are you able to recall doing or saying during the incident?
- Can you tell me about any other students who may have seen what happened?
- Are able to tell more about what happened when?
- Who do you think has been affected?
- What do you think should happen now?

Each stage of the system provides an opportunity for restorative approaches and conversations. This is to be seen as a cycle, supporting learners back into learning with a fresh start as early as possible, and an opportunity to teach strategies to calm and regulate behaviour.

Restorative conversations can start at any stage but sometime will need to be planned.

Before referring to stage one sanctions all staff can effectively deploy a range of proactive interventions that indicate the need to be focused. For example:

- Create a positive and welcoming learning environment (see teacher expectations) · Approaching the student and standing next to them.
- Move around the work area/classroom.
- Setting time limits.
- Reminder of expectation
- Balance learning reminders with praise.

Level 1 Sanctions

First warning

Some students will require the occasional reminder regarding expectations. If subtle proactive interventions have not had the desired affect then the first of two reminders will be given. The member of staff will be calm and clear when issuing the first warning.

The warning will indicate to the student that they have not yet met the expectation and to form a link to more serious steps if behaviour is not modified. It is important the student understands the warning. Whole class warnings should not be issued and names should not be written on the board.

Second Warning

Any student not meeting the expectations following a first warning will be issued a second warning. This is given clearly to the student and when possible staff will have a brief conversation with the student to connect and realign their behaviour. Both warnings are very much seen as classroom based strategies to support the learning in the classroom.

Alert email/call

When a student has received two warnings and does not meet expectations and disruption to learning continues the member of staff will send an ALERT email/call. The member of staff will record this as a negative incident on BROMCOM and set detention.

At this point the pastoral team/SLT will respond by visiting the teaching space. The visiting member of staff will decide if the student can return to class following a brief reset (or restorative discussion when possible) or is to attend the ALERT room for the remainder of the lesson.

Heads of departments will follow this up with individual students and staff to support detentions issued and restorative conversations. A student could be withdrawn from future lessons to help support restorative process and reduce risk of reoccurrence.

Where a student's relationship with a member of staff is not repaired resulting in continued disruption in lesson, a phone call home from the teacher or HoD is made. Continued issues will result in a meeting with the student, their parents, the Head of Department and the member of staff involved. A strategy arising from the meeting may be to put the student on subject report where targets are set to promote a positive change in the student's behaviour in that lesson.

ALERT room

Students brought to the ALERT room are recorded by the ALERT room staff on BROMCOM. Students will reflect on their behaviour and complete remaining classwork in silence.

If appropriate the student will return to the next lesson or remain within the ALERT room depending on the situation and if further intervention is required.

Incident data is discussed weekly and intervention considered to explore triggers for the behaviour. Students must engage in a process of restorative conversations to prevent reoccurrence.

Level 2 Sanctions

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 AC/AAC or SLT.

Level 3 and more serious incidents

More serious incidents could mean students are removed from lessons and the Behaviour Flow Chart provides an overview for all stakeholders.

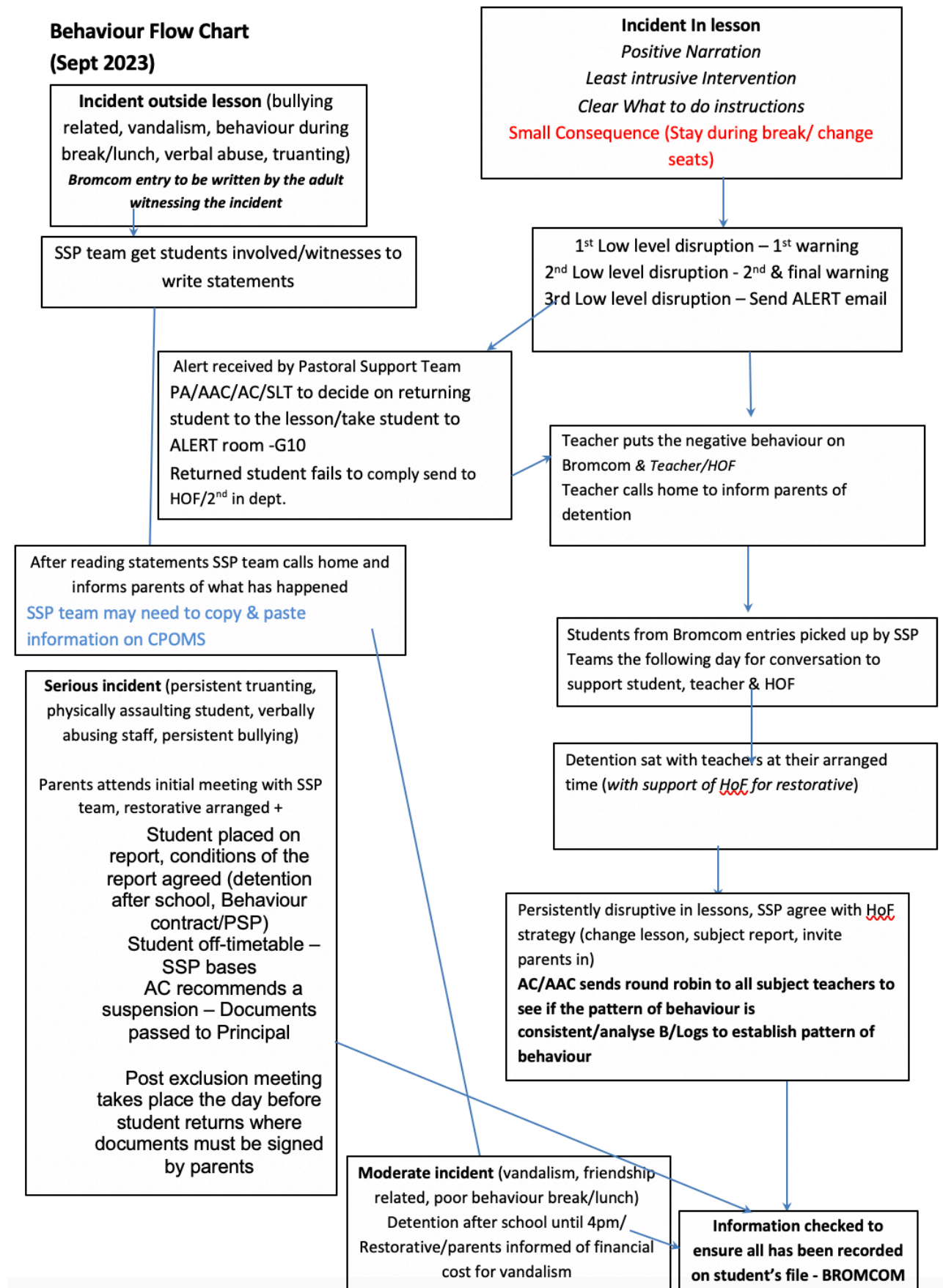
Persistent incidents or more serious incidents will trigger a phased support and intervention package. This may include parental meetings, student reports and referrals to support but also suspension from school (see below)

At this stage if a student continues to not meet the expectations then Behaviour Support Plans (BSP) will be put in place to help prevent reoccurrence.

If a student's BSP is not successful another meeting will be arranged to implement a Pastoral Support Plan (PSP) with SLT and parents. If not already discussed this meeting will also explore potential alternative provisions or managed moves if the PSP expectations are not met.

The behaviour policy applies during school visits, trips, events and performances. Students on and off site, in or out of uniform, who have been identified as contravening the school expectations, behaviour or ethos, will be sanctioned or rewarded as appropriate in line with the policy.

Behaviour Flow Chart (Sept 2023)



Fixed Term Suspensions (FTS)

FTSs will be used when all other strategies have been explored, apart from cases where a student is involved in a one-off serious incident. Only the Principal or, in his/her absence, the nominated person, can exclude a student. The Principal or nominated person will take into account the impact of the behaviour on the life of the academy. This may include behaviour on or off the school premises. Prior to a decision to exclude, the Principal will:

- Consider all the facts and evidence available in the context of equal opportunities issues, SEN, and other relevant legislation and guidance
- Where possible, allow the accused student to give his/her version of event
- Check whether there are any mitigating circumstances (i.e., provocation)

Parents/carers will be contacted on the day of the incident to explain the Academy's decision to use suspension and to seek an agreed time for a reintegration meeting. A letter will be sent home via email to confirm the length of time the suspension will be for, what the legal requirements are of the parents during the period of suspensions. It will also confirm the date and time of the reintegration meeting.

At the end of the suspension, the parent/carer will be invited into school to discuss the reasons for the suspension and explore strategies to ensure more positive behaviour in the future. The reintegration meeting must be held prior to the student being allowed back into normal lessons.

Permanent Exclusions: Permanent exclusions are considered in the case of an exceptional incident and/or repeated behaviours that disrupt Duke's community over a prolonged period of time. The use of Permanent Exclusions is covered by DfE guidance, which can be found at: <https://www.gov.uk/government/publications/school-exclusion>.

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

4.5 Detentions

At Duke's Aldridge Academy, we recognise the importance of good communication with parents, and where and when possible, will alert parents/carers of detentions. Detentions may be issued to students by any member of school staff provided that the legal requirements are met and the detention has been logged on BROMCOM. Students may be detained for up to an hour without informing parents/carers.

Students have a responsibility to attend their detention and these should be issued as soon as possible after the incident that has led to this sanction. If the student misses their detention, they have to attend the next stage of detention which will be longer. At Duke's Aldridge Academy, students may be referred for any of the following detentions which may take place at lunchtime or after school, at the staff member's discretion:

- Form teacher detention or Subject teacher detention – 20 minutes
- Head of Department/Faculty detention – 45 minutes
- Late detention – 30 minutes
- Extended late detention – 1 hour

Students who arrive late to school are expected to attend a same day detention for 30 minutes. Missed late detentions will result in an extended late detention of one hour the following day. Persistent lateness will insure further sanctions as outlined in the Attendance and Punctuality Policy.

4.6 Admin and notification of detentions

If your child is being detained after school on the same day it is their responsibility to inform you by going to the student services office and calling you. However, if the detention is on a different day, for example, a HoF detention, we will text you and it is therefore the responsibility of the parent/carer to ensure we have the correct telephone number for you.

5. BULLYING

5.1 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 policy.

We reject all forms of bullying including those of a sexual, religious and/or racist nature and those involving sexual harassment, deceit, cruelty, irresponsibility and dishonesty.

Where bullying does take place, the school will ensure that it is dealt with promptly and effectively.

Incidents of bullying will be recorded and dealt with in line school policy. The Anti Bullying campaign runs all year under the slogans 'No one likes a Bully' and S.T.O.P (second time on purpose).

Support will be offered/arranged for victims of bullying. Student Peer Mentors will work alongside the Student Council to help prevent bullying and to support fellow students.

6. ROLES AND RESPONSIBILITIES

6.1 The governing board

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

6.2 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.

6.3 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

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

6.4 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

7. STUDENT CODE OF CONDUCT

Students are expected to:

- Behave in an orderly and self-controlled way
- Show kindness, empathy and 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

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 – show kindness and empathy
- 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

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 the Academy and in certain other circumstances at other times.

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 the 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 the Academy and all educational visits
- Good behaviour on the way to and from the 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 when they are on the Academy premises

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious and without basis, 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 using Minute by Minute Plans
 - 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 by following Behaviour Policy
 - Using positive reinforcement

Students will:

- Enter the classroom ready to work and begin the Do Now Activity

- 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 with purpose
- Be polite and courteous to others and conduct that would impress any visitor, regardless if visitor is visible

Students must not:

- Chew bubble or chewing gum at any time (litter picking duties will apply)
- Leave the Purple Diner with food items
- Have electrical items including mobile phones
- Make negative comments to others in the Academy community to insult or hurt them in anyway

8.2 Physical restraint

In some circumstances, in accordance with the Academy's policy on Physical Restraint, staff may use reasonable force to restrain a student to prevent them from:

- 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 4.3) 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 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
- Physical Restraint 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



DUKE'S
ALDRIDGE ACADEMY

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			

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.

APPENDIX 4: HOME-SCHOOL AGREEMENT

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 your 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