

Behaviour Policy

Document Control Table	
Version no:	2
Date of last revision:	May 2023
Approval Required By: (Adoption and full 5 Year Review)	Education Standards Committee
Date approved:	April 2024
Policy owner:	Head of Inclusion
Frequency of revision:	1 Year
Next review date:	April 2025
Revision approval required by:	Education Standard Committee
Policy family:	Inclusion Policies
Policy status:	APPROVED

Applies to (Mark as appropriate)			
Staff	Pupils / Students / Adult Learners	Parents / Carers / Guardians	Contractors
✓	✓	✓	✓
Volunteers	Students on placement	Trustees / LGC / Members	Visitors
✓	✓	✓	✓
Agency Staff	Other	a	a
✓	✓		

Published Locations				
Trust Website	Academy Website	Aldridge Intranet	Student/Parent planners	On-request
	✓	✓		✓

Consultation (Complete as appropriate in line with master policy document)			
With	Reason for Consultation	Final Consultation Date	Version No
Principals	Academy Review	Feb 24	V2

Version History (please note below if a policy has been replaced)					
Version	Reviewer	Revision Date	Nature of Change	Adopted/ Approved by	Approval Date
V1		September 2022			
V2	TM, KF, MG	May 2023	Generally aligned the policy to Aldridge Education. Expanded sanctions section, added further detail to searches – including further guidance and searches recording form and confirmed reporting process for this, added a section on strip searching which provides guidance. Added covert filming and recording to mobile phones, included restraint recording form and confirmed reporting process for this.		
V2			CEO sign off		1 Mar 24
V2			Approval	ESC	Apr 24

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1. Introduction

Aldridge Education (a Multi Academy Trust) is committed to providing an environment where everyone can feel safe, happy, accepted and included. It is important that an orderly framework should exist within which effective teaching and learning can take place. We recognise that positive behaviour is a pre-condition for effective learning and, therefore, promote behaviour improvement strategies as a means of improving learning and teaching.

We recognise and celebrate effort and success, so that all pupils feel valued. We teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The academy holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

This policy applies to all members of the Aldridge Education Trust community, including support staff, teachers and leadership in all academies, local governors, volunteers, pupils, visitors and staff directly employed within the Aldridge central team.

2. Legislation and guidance

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

- Behaviour and discipline in schools
- Searching, screening and confiscation: advice for schools 2022 (use from 1 Sep 2022)
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- KCSiE
- Sexual violence and sexual harassment between children in schools and colleges.
- DfE non statutory guidance: Mobile Phones in Schools

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 an academy'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.*

3. Aims

- to encourage good behaviour and respect for others within and outside of the academy
- to promote self-discipline and proper regard for authority among pupils
- to state what is expected of pupils
- to ensure parents and carers, pupils, staff, visitors and volunteers understand what is expected of them
- to provide guidance on possible rewards and sanctions to ensure they applied consistently
- to ensure that staff are seen to be fair and consistent.

4. Who was consulted?

Aldridge Education Trust worked with their academy senior leadership teams and staff to agree what constitutes good behaviour, and to develop this policy in consultation with parents, pupils, and staff so that it ensures equality for all. All pupils are consulted periodically on the rules, rewards, and sanctions.

5. Scope and publication

This policy is publicised to all parents, pupils, and staff in writing at least once a year. The policy is also provided to staff through the academy website and on request. This policy can be made available in large print or other accessible formats if required.

The academy rules (Academy Specific) can be found at Appendix A of this policy, and pupils are made aware of them. They are also available on the academy website, and on request.

The tariff of Rewards and Sanctions (Academy Specific), can be found at Appendix B of this policy, and pupils are made aware of them. They are also available on the academy website, and on request.

6. Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the academy.

Chief Executive Officer

The Chief Executive Officer will approve the behaviour policy and hold the Principal to account for its implementation.

The Principal

The Principal is responsible for reviewing and approving this behaviour policy and implementing it in the academy.

The Principal 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.

The principal will report termly on “behaviour” and “anti-bullying” and “incidents of racism” to the Trust.

The Senior Leadership Team

- will support staff in responding to behaviour incidents.
- Collate and analyse data collected on behaviour events positive and negative, search for patterns, implement support where needed and fix gaps that arise

Academy Staff and Agency Staff

Staff are responsible for:

- engaging in training and professional development that supports them to understand and apply the behaviour policy
- implementing the behaviour policy consistently
- modelling positive behaviour
- providing a personalised approach to the specific behavioural needs of some pupils
- recording behaviour incidents (see Appendix C)

Parents

Parents are expected to:

- support their child in adhering to the academy rules (Academy Specific) and this policy
- inform the academy of any changes in circumstances that may affect their child’s behaviour
- discuss any behavioural concerns with the class teacher promptly.

7. Academy Rules

These link explicitly with our academy values:

Raise the BAR: Believe, Achieve, Respect

The academy specific 'ways' can be found in Appendix A.

8. Conduct

Pupils are expected to be polite and show consideration towards each other, academy staff and others.

Pupils are required to assist the academy with tackling bullying and to follow the academy's Anti-bullying Policy. Pupils, whether in or out of academy, are expected to follow and demonstrate the Aldridge Norms and to adhere to the following statements:

The Duke's way- We Raise the BAR: Believe, Achieve, Respect	
<ul style="list-style-type: none">• We never give up• We try our best to achieve our hopes and dreams• We work hard• We are honest and we tell the truth• We listen to and respect each other• We are a good friend	<ul style="list-style-type: none">• We believe we are kind and use kind words• We are the best we can be• We respect our world and we look after it• We contribute to and look after our community• We make the world a better place

Pupils are required to observe the following basic rules in the classroom:

- Engage with the learning tasks as set by the teacher
- be considerate of others in the classroom and ensure that learning is not disrupted
- listen to others when they are talking
- put their hand up to speak unless directed otherwise by the teacher
- take pride in their work through effort with presentation, using resources respectfully and trying their best.

9. Behaviour management

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 pupils to be engaged and actively participate in the learning.
- promote good behaviour in the classroom
- develop a positive relationship with pupils, which may include:
 - greeting pupils 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.

Low-level disruption

Low-level disruption and the use of offensive language, despite being different to bullying and not necessarily specifically targeted to an individual or group, can have a significant impact on some. If left unchallenged or dismissed as banter or horseplay it can become established and accepted behaviour and may influence the extent to which anyone affected by this may also feel able to report experiences of targeted bullying behaviour. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

Pupil support

The academy recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The academy understands that disruptive behaviour can be an indication of unmet needs. The academy's Special Educational Needs Coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where a pupil is at risk of behaviour related sanctions or there are concerns regarding behaviours exhibited, potential suspension or exclusion, the Principal, working with the Special Educational Needs Coordinator, will work with other members of staff to ensure the academy is doing all that is possible to support a pupil's needs including contact with external agencies.

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

When acute needs are identified in a pupil, 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.

Pupil support systems

We have the following pupil support systems in place at this academy:

All pupils are placed into a tutor group within a year group. Their first point of contact will be the tutor. Each tutor group has a head of year and a deputy head of year. These roles are overseen by a senior leader. All staff are safeguarding trained. The designated safeguarding lead works closely with the year teams and pupils, as well as the senior leadership team and external agencies.

Where a pupil needs additional support to that provided within the year team system, referrals for appropriate intervention will be made, with parents kept in the loop at all times and the pupil at the centre of the decision-making processes.

10. Rewards and sanctions

Students join Duke's Academy and are placed into a year group where they earn reward points for their tutor group, and for themselves. Reward points are based on our values: Believe, Achieve, Respect. Rewards are also given to those who consistently work on building strong character traits and for enhancing the academy culture and ethos.

Rewards are systematic, supporting students, staff and parents to track success. Staff reward through the MIS (BROMCOM) and this is linked to the parent APP (MCAS- My Child At School). Parents receive notifications when their child has been rewarded and similarly, if their child receives negative points. Parents/carers and students will be able to view their rewards, attendance, detentions and consequences through the App.

Rewards

We believe that rewards can be more effective than punishment in motivating pupils. Positive behaviour management may be defined as the strategies the academy employs to promote a well ordered, purposeful academy community. These strategies underpin the Behaviour Policy. It is the academy policy to recognise, acknowledge and reward individual achievements by pupils.

We will reward children who are exhibiting behaviour that links closely to our academy values,

The following are examples of areas considered to be worthy of individual recognition:

- consistently improved standards of work – (Determination)
- Behaving with integrity – (Responsibility)
- Showing kindness to others or being helpful, above expectations – (Empathy)
- good or outstanding pieces of work – (Aspiration)
- Service to the academy or local community – (Make a difference)
- outstanding effort or achievement in extra-curricular activities.

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationships between teachers and pupils. We may reward pupils in the following ways:

- verbal praise by staff
- approving signs/acknowledgments
- points
- sent to another teacher or Principal to show off their work/good deed
- Principal award stickers
- certificate (Assembly)
- gold star/stamp
- Reward meals
- Name in book of excellence
- Reward trips
- Vouchers
- Messages home to parents

Sanctions

The academy understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The academy has a range of disciplinary sanctions that may be implemented as appropriate and these are set out in full at Appendix B (Academy Specific) of this policy.

Sanctions may include:

- verbal warning
- all incidents are followed up with a restorative conversation centred on the impact of that behaviour on themselves (their learning) and/or on others (people or property); with a view to the child being supported in how to put things right
- recording the incident in an appropriate way (See Appendix C Academy Specific)
- incidents reported to parents:- text, email, phone call
- meeting with parents

- making up for learning time lost
- repair any damage caused (repair relationship, repair property and repair learning)
 - Removal from class (sent to another class or time with an adult in the nurture suite) Internal suspension- this allows pupils to continue on site with their education, but isolated from their peers and prevents external suspension. This may be on-site or at a partner school
 - Fixed term suspension – this will provide time to consider further support needed which will consider the options available to the school, in order to support the pupil to reintegrate successfully (At this stage a PSP will be considered which may lead to a discussion about a part time timetable, the possibility of a managed move if appropriate and/or a referral for a pre-exclusion placement at an alternative provision)
 - permanent exclusion this may be considered for a serious breach of the behaviour policy (this includes items on the prohibited list), or persistent refusal to adhere to the behaviour policy

In all cases of misconduct, including those outside of the academy, the Principal will consider whether the police or the local authority's anti-social behaviour coordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to the school community or a member of the public.

Any pupil that brings the school into disrepute is at risk of permanent exclusion, this includes but is not limited to: fighting, bringing, carrying and or supplying prohibited items, persistent disruption to learning, use of social media to inflame or cause upset to the school community

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the academy's child protection procedures will be followed.

11. Searching pupils

The Department provides [Searching Screening and Confiscation Advice](#) for academies. This has been updated to include current government guidance following Child Q strip search.

Academy staff can search pupils with their consent for any item.

The Principal and staff members authorised by the Principal have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Reasonable grounds could include:

- Hearing the pupil or other pupils talking about an item
- Being told directly of an item
- Seeing an item
- Noticing a pupil behaving in a way that causes you to suspect that they're concealing an item
- Viewing CCTV footage

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, and vapes and cigarette papers
- fireworks
- Pornographic, offensive, discriminatory or otherwise illegal images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil)

- any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out by a staff member of the same gender which the pupil identifies as; and there must be a witness (also a staff member) and, if possible, they should be the same gender which the pupil identifies as. Staff should always seek the informed cooperation and consent of the pupil before any search takes place.

There is a limited exception to this rule. The Principal or an authorised staff member can carry out a search of a pupil of the opposite sex and /or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. The member of staff witnessing the search must also be the same sex as the pupil being searched **if** this is reasonably practicable. When an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept.

Searches without consent can only be carried out on the academy premises or, if elsewhere, where the member of staff has lawful control or charge of a pupil, for example on academy trips in England or in training settings. Where possible, staff should avoid stating that a pupil can be sanctioned for refusing to consent to a search, as this may imply that the pupil did not freely consent. However, before issuing any sanctions, staff must ensure that;

The pupil understands your instructions and what a search will involve

The pupil has not had a previous negative experience of being searched

If a pupil still refuses to cooperate, staff should;

- Consider sanctioning them in line with the behaviour policy
- Decide whether a search is needed urgently and seek advice from the Principal or DSL. During this time, the pupil should be supervised somewhere away from other pupils
- Assess whether it's necessary to use reasonable force to conduct the search. Consider whether this would prevent the pupil from harming themselves or others, damaging property or causing disorder. **Note:** you can only use reasonable force to search for **prohibited items**, not other items banned at school

Staff may confiscate, retain, or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. For example, alcohol, fireworks, tobacco, or cigarette papers may be disposed of. These items will not be returned to the pupil.

If a search or confiscation takes place, details are to be recorded on Appendix D and uploaded onto CPOMS

Strip Searching

A strip search involves the removal of more than the outer clothing. Strip searches will only be necessary in very exceptional circumstances. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. School staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary and will always ensure that other appropriate, less invasive approaches have been exhausted before calling police into school. Equally, we expect the police to consider all

other less invasive approaches before determining a need to undertake a strip search. Police will only be called in to school as a last resort and with the permission of the principal and DSL.

It is never the decision of the school for a strip search to be undertaken. This can only be determined by the police. School staff have a duty of care to pupils and will advocate for pupil wellbeing at all times. Aldridge Education expects police officers to assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Unless there is an immediate risk of harm or it is not reasonably possible school staff will inform a parent of the pupil in advance of the potential search, even if the parent is not acting as the appropriate adult. It is expected that such circumstances will be extremely rare and that police will generally be able to take steps to remove any immediate risk of harm to pupil or others. This will allow them to wait for a parent to arrive before conducting the search. Parents will always be informed of any strip search that has taken place. Aldridge Education expects the police officers attending to behave in a proportionate manner and to seek to de-escalate any situation. Therefore, leaders expect that the police will only carry out a search if they think it is necessary to remove an item related to a criminal offence, **and** reasonably consider the pupil might have concealed such an item.

If a search or confiscation takes place on school premises, the Trust's CEO must be informed, and details are to be recorded as detailed in Appendix D and uploaded onto CPOMS. Records will be monitored for any emerging trends.

Pupils will be given appropriate support after any strip search, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but it will always also be accompanied by a safeguarding process handled by the school which gives attention to the pupil's wellbeing and involves relevant staff.

Phones and other electronic devices

Mobile phones can only be used according to the rules in place at the academy. This includes any item associated with a phone, such as air pods and earphones. Where these are seen or heard in contravention to the rules, they will be confiscated.

At Duke's, pupils are not allowed to use their mobile phones unless directly instructed to do so by the teacher.

Mobile phones must not be used to record (voice or video) any member of the school community either covertly or knowingly whilst in school or on a school trip / event, any such behavior will be considered a contravention of the school rules and appropriate sanctions will be imposed.

There is **no need to have parental consent** to search through a young person's mobile phone.

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.

If an electronic device that is prohibited by the academy rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they will decide, in consultation with the Principal, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of academy discipline.

All confiscations will be recorded by the member of staff seizing the item, the item will be handed to the office for safe keeping. If there is no need to keep the item, it will be returned at the end of the day. If there are concerns or the issue is repetitive, parents will be called and the sanction appropriate for the misdemeanour.

12. Use of reasonable force

In some circumstances and as a last resort, all staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property.

The Principal and staff members authorised by the Principal can use such force as is reasonable when searching a pupil without consent for prohibited items only. This same approach does not apply where items are on the list of those banned under the academy rules but which are not defined as prohibited items.

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.

All staff receive basic training in the principles of safe restraint and any staff not yet trained should seek support from others who are trained

All records of restraint must be recorded on Appendix E, completed, reviewed and signed off by a senior member of staff within 24hrs of the restraint and uploaded onto CPOMS

Pupil witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with the Retention of Records Policy.

13. Beyond the academy gate

This policy applies to all pupils when they are in academy, and in some circumstances, at the discretion of the Principal, when they are out of academy during and outside school hours and term time.

Our policy covers any inappropriate behaviour when pupils:

(This is not an exhaustive list):

- are taking part in any academy organised or academy related activity
- are travelling to or from academy
- are wearing academy uniform
- are in some way identifiable as a pupil within our academy
- behaviour could have repercussions for the orderly running of the academy
- pose a threat to or affects the welfare of another pupil or member of the public
- could adversely affect the reputation of the academy or the Trust.

The academy is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including taxis) to and from academy, educational visits or learning opportunities in other academies
- good behaviour on the way to and from academy
- positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public

- reassurance to members of the public about academy care and control over pupils in order to protect the reputation of the academy
- protection for individual staff and pupils from harmful conduct by pupils of the academy when not on the academy site.

The same behaviour expectations for pupils on the academy premises apply to off-site behaviour.

14. Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all reported incidents of sexual harassment and/or violence are met with a suitable and immediate response, and never ignored.

We recognise that even if there are no reported cases of child-on-child abuse, it may still be taking place but is just not being reported. We have a zero-tolerance approach to abuse, and it will never be tolerated.

Pupils are encouraged to report abuse or anything that makes them uncomfortable, no matter how 'small' they feel it might be. Academy staff will be provided with education on sexual harassment and violence in order that they recognise potential incidents and respond appropriately.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

Sanctions for sexual harassment and violence are set out in the Sanctions Tariff at Appendix B.

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- responding to a report
- carrying out risk assessments, where appropriate, to help determine whether to:
 - manage the incident internally
 - refer to early help
 - refer to children's social care Report to the police.

The academy follows the following statutory guidance: KCSiE September 2023, Sexual Violence and Sexual Harassment Between Children in Academies and Colleges and the Child Protection and Safeguarding policy - please refer to these for more information.

15. Pupil transition

To ensure a smooth transition to the next year, pupils behaviour records are shared with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil 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 pupils transferring to other schools.

16. Suspensions and Permanent Exclusions

Permanent or fixed-term exclusion are possible sanctions for a breach of this policy. The academy will follow government guidance on exclusions. The academy aims to operate within the principles of fairness and natural justice.

Please refer to the academy's Suspension and Exclusions Policy for further details on exclusions, including the academy's approach, procedures, and reviews.

17. Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

18. Staff training

Behaviour management and the trust/academy behaviour policy is a topic covered in September (start of year) training and in staff induction. This is supplemented through the year as needed.

Our staff are provided with training on managing behaviour, and where needed including proper use of restraint.

Behaviour management will form part of continuing professional development.

19. Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the academy's Anti-bullying Policy will be followed. We encourage pupils to report any form of unkind behaviour and all pupils should be reassured that all reported incidents will be handled in accordance with the processes described in the policy.

Reference should be made to the Academy's separate Anti Bullying policy for full details of arrangements.

20. Partnership with parents/carers

Parents/carers are expected to sign the Home-Academy Agreement where it exists and are encouraged to work with the academy to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the academy, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the academy to ensure that pupils can return home safely.

21. Multi-agencies and external advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils, they include:

- increased communication between home and academy
- development of individual education plans and focused work
- implementation of a pupil profile
- social stories
- sensory activities
- additional reward time through a now and next approach
- PSP (Pastoral support programme)

- support from the SENDCo (Special Educational Needs Coordinator), identified teaching assistants, teachers
- support from external agencies
- small group work or 1:1 support in self-esteem, emotional literacy

22. Monitoring, evaluation and review

The Principal and other appropriate members of staff will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term
- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour
- instances of bullying and action take

Individual academy recording/reporting of “Behaviour” and “Anti-bullying” data will form part of the termly principal report to the Trust.

Prior to any review of the policy, feedback will be sought from the academy council, pupils, staff and parents on the effectiveness of the policy.

The policy will be reviewed every year by the Trust. This effectiveness of this policy will be reviewed at least once a year by the Local Governing Committee at which point they will also moderate the policy to ensure it reflects the academy behaviour system and that Appendix 1 -3 have been populated and updated where required.

23. Links to other policies and procedures

This Policy is linked to the following policies:

- Child Protection and Safeguarding
- Anti-bullying Policy
- Suspension and Exclusions Policy
- Equality Statement and Objectives
- Home-Academy Agreement

24. Appendix A: The Academy Values and Rules (Academy specific)

We are 100% committed to ensure that our students are able to represent themselves positively, so that teachers are able to teach engaged and self-motivated students and there is no disruption to learning.

To achieve this, the Duke's way embodies everything that the academy stands for. Both students and staff use these as guiding behaviours and expectations. Where students meet these expectations consistently they are rewarded and where they fall short of the expectation, they are reminded of the importance of following our Dukes way through positive narration and appropriate sanction where needed.

We:

- Are respectful and kind toward everyone at our academy at all times
- Respond immediately and in an appropriate manner to staff instructions
- Wear our uniform correctly and with pride
- Walk with purpose, quietly and calmly on the left in and around our buildings and corridors
- Want to learn and our attitude to our lessons shows this clearly
- Demonstrate our respect for education by being at school every day, arriving punctually and with the right equipment
- Take pride in our work, and we want to achieve, which is reflected in the quality and presentation of our work
- Keep the academy tidy and litter free, always clearing up after ourselves
- Are always courteous and polite

25. Appendix B: Tariff of rewards and sanctions (Dukes specific)

Rewards: <i>Raise the BAR, Believe, Achieve, Respect</i> P= positive	Sanctions and repair R=Reminder
Positive narration is a feature of the school reward system. This is used either publicly or privately and explicitly names the behaviour/action that is being recognised	R1 Reminder one Verbal reminder (not recorded on the system)
P1 point (lesson by lesson) Great attention to <i>Raise the BAR</i> Excellent focus with learning during entire lesson Excellent effort with work Excellent oral contribution to the lesson Excellent group work or presentation delivery Great display of behaviours linked to academy values Presentation of strong character traits (including self-presentation and equipment) Attendance to extra revision Top tutor group for the week	R2 -2 points Reminder two Recorded on Bromcom Message home to parents
P3 points (across a minimum of 5 lessons) Sustained dedication to <i>Raise the BAR</i> Sustained effort to achieve excellence with learning Sustained excellence with presentation Sustained effort to develop character traits Sustained attendance at extra revision	R3 -3 points Reminder three Recorded on Bromcom, teacher Inform on-call (they will reset the student) Subject detention held centrally for 30 minutes Where needed an amber or red alert should be sent Teacher and pupil conference at end of day
P6 points (Subject excellence rewards) Exceptional determination to <i>Raise the BAR</i> Exceptional piece of work Exceptional and sustained presentation Exceptional and sustained improvement Contribution to the academy Exceptional charity work Consistent display of the academy values (across a half term) Services to the academy (e.g. supporting parents' evenings) 100% attendance for the half term	R4 -6 points Reminder four Internal isolation for the day. All work for the day will be completed in the room. Recorded on Bromcom Issued by head of year/head of faculty/senior leader, issuer conferences with the student at the end of the day 60 minute central detention Message home to parents
P10 points In recognition of something exceptional either inside or outside of the classroom Exceptional contribution to the community	R5 -10 points Fixed term suspension Requested by senior leader and agreed by the Principal before issue Parents contacted, meeting
P50 points Badge achieved linked to the value Bronze certificate achieved and presented in year group assembly Presented in year group assembly Early lunch with Head of Year	R6 Governor panel Issued by the senior leader for culture, agreed by Principal before issue Parents informed and invited to attend
P100 points Silver Principal award badge achieved Silver certificate achieved and presented in year group assembly Name in the book of excellence Cinema voucher Presented in year group assembly Early Lunch with Principal	R7 Permanent exclusion Issued by the Principal Parents and student attend panel
P200 points: Gold Principal award badge achieved Gold certificate awarded at celebration of achievement event	

High-street voucher/prom ticket paid for/cinema voucher Presented in year group assembly Reward lunch with governors/Trustees	
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A student may receive a first (R1) or second reminder (R2), or an alert (R3) sent for the following (this list is not exhaustive)	
<ul style="list-style-type: none"> • Being unkind • Not showing respect • Disrupting/not participating in learning • Truancy/lateness • Responding inappropriately • Walking away from an adult when being spoken to • Refusal to follow instructions • Mobile phones/electronic equipment visible (including headphones) without teacher permission • Being out of uniform (including make-up/jewellery/hoodies) • Play fighting/fighting/ physical contact • Running inside the building • Inappropriate volume • Talking when silence has been requested • Not following instructions • Not following expectations of a learning situation • Talking over the teacher/peers-not listening • Refusal to sit where asked 	<ul style="list-style-type: none"> • Shouting out • Touching other students, including poking/tapping • Lack of equipment (WI) • Lack of engagement/effort • Compromising the school values • Being disrespectful to others • Poor presentation of work • Misuse of equipment • Lack of homework • Inappropriate use of equipment • Not behaving appropriately for the area • Not clearing up • Invading personal space • Littering • Chewing gum/energy drinks • Eating during the lesson/in the corridor
A more severe consequence will be given for aggressive and disrespectful behaviour, such as (this list is not exhaustive)	
<ul style="list-style-type: none"> • Behaving in a confrontational/aggressive manner • Intimidating others • Rudeness/being disrespectful • Inciting/by-standing violence • Leaving the school site without permission • Throwing equipment • Bullying or intimidating behaviour • Discriminatory language of any kind • Sexual harassment and sexual violence • Theft/stealing 	<ul style="list-style-type: none"> • Inappropriate use of social media/IT/mobile phones to record or intimidate or share • Name calling • Swearing/abusive language- staff/each other • Smoking, vaping, drugs, weapons • Violence of any kind (this includes playfighting) • Taking or damaging other student's equipment/possessions • Damage to property, equipment or the building • Graffiti

Each case is considered individually and if necessary, a fixed term suspension/permanent exclusion will be issued.

26. Appendix C: (Academy specific) / academy-wide reporting / recording / monitoring systems explained

All behaviour events, positive and negative are recorded on the school management information system- Bromcom. Where incidents are linked to 'Keeping Children Safe in Education', and are of any safeguarding nature, they will be recorded instead on the safeguarding management information system- CPOMS. Parents have access to their child's behaviour record through MCAS (My Child at School) app, which also shows attendance and key information shared between the school and home. Where a detention has been set, this will show up on the app, including the length and day. Most detentions are set for the same day.

Different stakeholders and their responsibility at each stage of the negative behaviour escalation flow chart					
Stage of negative behaviour escalation	Teachers	On-call	Alert room supervisor	Heads of Year	SLT
1. Verbal warning (R1)	Green card given to students. One minute reflection time in class. Least intrusive strategies are used to re-engage learner in the lesson.				
1. Warning recorded on BromCom (R2)	Amber card given to learner. Teacher records the warning on BromCom. Least intrusive strategies are used to re-engage learner in the lesson.			Heads of year will track warnings recorded on BromCom in order to respond to any patterns in behaviour.	
1. Removal from lesson and detention – R3	Teacher sends alert through BromCom.	On-call picks up alert and goes to the lesson affected.		Heads of year will track alerts recorded on BromCom in order to respond to any patterns in behaviour.	
1. a. Reintegration		A conversation will be had to a support learner's emotional regulation. They will be re-integrated into the lesson.			
4. b. Learner taken to the alert room	Teacher will provide work for learner in complete in the alert room. They will call the parents before the end of the day to inform them of the reason the learner was removed from the lesson.	A conversation will be had to a support learner's emotional regulation. They are not ready to engage with learning and so taken to the alert room.	A conversation will be had to a support learner's emotional regulation.		
1. a. Alert room		Take the learner and their work to the alert room.			
5. b. Detention	Teachers attend detention if a) they are on duty during that time or b) they need a restorative conversation with a learner they have alerted.		An alert on BromCom will trigger a detention to be issued for the learner for the next day.	HoYs attend detention if a) they are on duty during that time or b) they need to support restorative conversation with a learner in their year group.	SLT attend detention if a) they are on duty during that time or b) they need to support restorative conversation with a learner.
1. HoY parent/ carer meeting			The alert room supervisor will check how many alerts the learner has that week and flags if a parent meeting is triggered. They will inform the HoY.	The HoY will arrange a meeting to complete an action plan with the learner and parents if: <ul style="list-style-type: none"> - The learner generates 3 alerts in a single day - The learner generates 5 alerts in a week - A serious incident occurred 	

27. Appendix D: Searching and Confiscation log

Name of pupil	
Year group	
Gender that they identify as	
State whether it was a search or confiscation	
Date of search/confiscation	
Time of search/confiscation	
Location of search/ confiscation	
Name of staff conducting the search/confiscation	
Name of witness to the search or confiscation	
Were both staff members of the same gender as the pupil identifies?	
Were any other staff or pupils present? If yes, record names	
What prohibited item was being searched for or confiscated?	<ul style="list-style-type: none"> • knives and weapons (name type of weapon) • alcohol • illegal drugs (name it) • stolen items • tobacco, vapes and cigarette papers • fireworks • pornographic images • any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil) • an item banned by the school rules which has been identified in the rules as an item which may be searched for.
What was the level of risk	High Medium Low
What item(s) if any, were found	
What item(s), if any, were confiscated	
What follow-up action was taken as a result of the search or confiscation?	I.e., sanction, referral, report to the police
Have parents been informed of the search/confiscation?	
Date this form was uploaded onto CPOMS	
Person uploading this form onto CPOMS	

28. Appendix E: Restraint Recording Form

Name of Pupil restrained			
Date of Incident		Time of Incident	
Location of Physical Intervention			

Member of Staff Account of Events

Describe the events leading up to the challenging behaviour

--

Describe de-escalation techniques used to prevent the need for physical intervention

--

Explain the reasons for physical intervention at that point

--

Describe the physical intervention, including how long it was used for

--

Outcome of Intervention

--

Staff Involved in intervention and role

--

Were there any witnesses to the intervention – please state name and role

--

Pupil offered medical attention by whom? Please state name and role.

Please ensure that the accident book is completed where medical treatment has been provided and other First Aid procedures are followed as per the First Aid Policy

--

Date of medical attention		Time of medical attention	

Injury or damage caused

Did a member of staff suffer an injury? Please state Yes or No

--

If yes, please provide details including name of member of staff

--

Did the named pupil suffer an injury? Please state Yes or No

--

If yes please provide details

--

Did another pupil suffer an injury? Yes or No

--

If yes please provide details, including name

--

Was there damage to property? Please state Yes or No

--

If Yes, please provide details

--

Other people notified

Designated Safeguarding Lead

Has the DSL been notified? Please state Yes or No

Date DSL notified		Time DSL notified	

Any Subsequent actions identified? Please provide details

--

SLT Lead / Principa

Has the SLT Lead / Principal been notified? Please state Yes or No

Date SLT Lead / Principal notified		Time SLT Lead / Principal notified	

Any Subsequent actions identified? Please provide details

--

Police

Was the Police notified as directed by either the DSL or Principal? (if appropriate) Please state Yes or No

Date Police notified		Time Police notified	

Please give details of police notification, including names and actions taken

--

Social Worker

Was the Social Worker notified? (if appropriate) Please state Yes / No or N/A

Date Social Worker notified		Time Social Worker notified	

Please give details of Social Worker notification, including name of social worker and person who notified them and actions taken

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Parent / Carer

Was the Parent / Carer been notified? (If appropriate) Please state Yes or No

Date Parent / Carer notified		Time Parent / Carer notified	

Please give details of parent notification, including name of parent and person who notified then and actions identified

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LADO

Was the Lado notified? (If appropriate) Please state Yes or No

Date Lado notified		Time Lado notified	

Please give details of Lado notification, including name of Lado and person who notified them and actions identified

If any other person was notified, please detail who, the time and date they were notified, who notified them and any subsequent actions identified as a result.

Record of Situational debrief with Pupil

Explore the pupil perspective and feelings (ABC)

--

Summarise Feelings and Behaviour

--

Connect Behaviour to Feelings (giving positive example)

--

Alternative Behaviour Discussed / how we could avoid this in the future

--

Plan developed and reinforced

Name of Staff member completing Form

Date form completed		Signature of member of staff	
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PLEASE PASS TO DSL or other appropriate member of SLT (not involved in the incident) TO COMPLETE THE SECTION BELOW

DSL / Member of SLT Comments

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Name and role of DSL /Member of staff signing off form

Date form signed off by DSL / Member of SLT		Signature of DSL / Member of SLT	

This form **MUST be reviewed and **MUST** be signed off by the DSL or other appropriate member of SLT within 24 hours, any referral made to the Local Authority must also be made with the same 24 hour period.**

Once completed and signed off this form must be uploaded to CPOMs