

# DUDLEY ACADEMIESTRUST

## Behaviour Policy

Issue number:	001
Approved by:	Board of Trustees
Date:	December 2018
Review date:	December 2019



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Dudley College of Technology



*Our mission: Working together we will develop inspirational schools which instil ambition and desire in young Learners, open their minds, widen their horizons and equip them to succeed in a challenging world.*

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**At Dudley Academies Trust (DAT) we seek to promote excellent behaviour through a mutual understanding and respect for our core values (Dreaming Big, Rewarding Effort, Leading Together, Respecting Each Other and Our World and Learning That Inspires. Our values are underpinned by honesty and integrity.**

By determining clear boundaries and a hierarchy of rewards and sanctions which are applied fairly and consistently for all Learners we can ensure that we create a culture across our Trust community where Learners can continue to flourish and achieve their full potential.

## **Intended Outcomes**

The Trust seeks to:

- Ensure all staff (including contractors, agents and volunteers) act as positive role models, demonstrating disciplined and respectful behaviour, both professionally and personally towards our Learners at all times.
- Provide a safe environment free from harassment, violence and disruption.
- Encourage good behaviour, respect and tolerance for others and prevent all forms of bullying.
- Promote the ethos of a Values Driven Education, encouraging and supporting effort over attainment and attitude over achievement.
- Ensure all members of our learning community display self-discipline and appropriate regard for authority.
- Ensure procedures in relation to positive and negative behaviours are applied consistently and fairly.
- Encourage, promote and reward self-regulation of behaviour by our Learners.
- Secure high standards in all elements of school life.

## **Our Commitment**

The Trust is committed to:

- Implementing an inclusive approach to all elements of school life.
- Identifying and supporting those Learners who may have underlying reasons (academic and/or pastoral) which act as contributory factors to standards of behaviour falling below the Trust's expectations.
- Providing a wide range of study support for Learners.
- Achieving high standards in terms of behaviour, attendance and punctuality.
- Identifying and supporting those Learners who require intervention at the earliest opportunity.
- Facilitating and encouraging parental/carers involvement.
- Implementing an effective agreement between home and Dudley Academies Trust. Any parent/carers who do not sign the home/school agreement will be contacted by Senior Leadership Team (SLT) to ensure that they understand the Trust's expectations of their child.
- Monitoring positive achievement and negative behaviour.
- Celebrating success and effort through an effective rewards initiative.

- Identifying, recording and acting upon any incidents which may be deemed as discriminatory, sexual harassment or bullying in their nature and preventing reoccurrence or repetition.
- Teaching all Learners, the principles which distinguish ‘right’ from ‘wrong’ and that the Trust’s 5 core values are underpinned by honesty and integrity.
- Providing a moral code.
- Fostering honesty, fairness, respect for truth and justice.
- Ensuring consistent and fair practice by all staff in terms of discipline.

## Values Driven Learning

We expect all Learners to demonstrate qualities in terms of their behaviour which contribute to the creation of an excellent learning environment. This includes taking an active part in their learning; demonstrating commitment to learning, arriving to school with the correct equipment and completing all tasks (including home learning) to the best of their ability. Values Driven Expectations will be demonstrated through rewards and behaviour points and evidenced in the Learner planner.

## Policy Implementation

The Principal (with delegated responsibility to the Assistant Principal Inclusion & Learner Wellbeing) will be responsible for the implementation and management of the Values Driven Expectations Policy. The [‘Education and Inspections Act 2006’](#) allows teachers the statutory authority to discipline Learners whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91). This guidance also sets out in section 90 that teachers have the power to discipline Learners for misbehaving outside of the school premise ‘to such an extent that is reasonable’. The January 2016 [‘Behaviour and Discipline in Schools – Advice for Headteachers and school staff’](#) sets out that Learners can be punished when:

1. Taking part in school-organised or school-related activity or
2. Travelling to and from school or
3. Wearing school uniform or
4. In some way other identifiable as a Learner at the school.

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

1. Could have repercussions for the orderly running of the school.
2. Poses a threat to another Learner or member of the public or
3. Could adversely affect the reputation of the school and the Trust.

Excellent behaviour management both within and outside of the classroom is the shared responsibility of all staff at DAT. The procedures which support the Values Driven Expectations behavior model is provided to staff through staff development.

Members of the Governing Body are committed to supporting the Trust to ensure that the highest standards of behaviour are maintained and will ensure that appropriate training is available to support effective implementation of this policy.

## Positive Achievement

DAT will seek to create a positive ethos through the recognition and rewarding of achievement.

DAT will use a range of strategies including reward events, assemblies and reporting to parents/carers to recognise achievement and will keep an accurate record of all achievements awarded.

DAT will commit resources to rewarding achievement from its annual budget.

Learners will:

- Take responsibility for achieving the highest standards possible in terms of their work and conduct.
- Recognise, acknowledge and celebrate the achievement of others.
- Act in a way that is conducive to a culture where success is celebrated including taking part in assemblies and reward events.
- Recognise and reward effort and attitude in line with the value led learning ethos.
- All staff (including volunteers, agents and contractors) will:
- Act as role models, modelling the highest standards of behaviour and attitude for the benefit of all Learners.
- Capitalise on every opportunity to praise Learners and reward achievement.

Heads of Department will:

- Seek opportunities to praise Learners every day.
- Develop departmental rewards and recognition of achievement within their specific area(s) of responsibility.
- Keep the Behaviour Manager, SLT and parents/carers informed of achievements within their subject area when possible.

Tutors will:

- Celebrate success and acknowledge achievements within the tutor group setting.
- Contribute to creating a culture of success through House and Year activities.
- Provide opportunities to develop democracy and citizenship with Learners.
- Balance negative comments with positive

Behaviour Manager and Attendance Officers will:

- Work together in conjunction with parents, colleagues and outside agencies to recognise positive achievement.
- Develop a culture where positive achievement is recognized.
- Contribute to and support House activities (where applicable).
- Celebrate success through assemblies and reward events.
- Encourage all Learners to play an active part in democracy and citizenship.

Heads of House (where applicable) will:

- Work in conjunction with tutors to recognise positive achievement.

- Develop and foster a ‘positive achievement’ culture for all House members.
- Lead celebration events.
- Encourage active participation in Learner democracy and citizenship through House assemblies and tutor activities.

Senior Leadership Team will:

- Act as role models for all staff in terms of implementation of this policy.
- Promote a culture of achievement and support the recognition of achievement through whole school rewards.
- Capitalise on every opportunity to praise Learners, making three positive statements for every negative.

## **Negative Behaviour**

Dudley Academies Trust will seek to support Learners in developing their awareness of inappropriate conduct and will work with Learners to develop their skills in recognising, managing and self-regulating their own behaviour.

Learners will:

- Self-regulate their behaviour.
- Report any incident(s) of bullying, violence, harassment and disruption at the earliest possible opportunity.

Subject Teachers will:

- Be responsible for maintaining good discipline within their own lessons.
- Apply behaviour management sanctions consistently and fairly as outlined within procedural documentation.

Heads of Department will:

- Support members of staff within their department to facilitate departmental parking when needed.

Tutors will:

- Maintain an overview of the behaviour of their tutor group. In the first instance, this will include responding to minor offences that occur outside timetabled lessons.

Behaviour Managers and Attendance Officers will:

- Work together in conjunction with parents, subject teachers, tutors, the SENCO, Senior Managers and external agencies to address serious or repetitive incidents of inappropriate behaviour, promoting inclusion and providing an environment in which outstanding conduct can flourish.
- Work collaboratively with Senior Leaders, colleagues and external agencies in addressing serious incidents of inappropriate behaviour, promoting inclusion and providing an environment in which outstanding conduct can flourish.

SLT and the Behaviour Manager will:

- Operate an ‘On Call’ service in response to serious incidents of behaviour which become a health and safety issue or undermine the learning of other Learners.
- Act as role models for all staff in terms of implementation of this policy.
- Support colleagues in supervising regular after school detentions for repeated inappropriate behaviour.

## **Support Services**

### **External**

Dudley Academies Trust will engage with a range of support workers from Local Authority Support Services where appropriate. These may include: Inclusion Services; Behaviour Support Services; Educational Psychology Service; Communication and Interaction Team; Youth Offending Team; the Police and Education Welfare Service. Any input will be used to offer additional support and guidance to Learners and staff in relation to appropriate behaviour management strategies.

### **Internal**

Dudley Academies Trust will engage all staff in a pastoral capacity to offer support where appropriate to Learners whose behaviour is a cause for concern. Individual and group approaches will be used for improving behaviour and enabling Learners to identify and manage their individual behaviour difficulties.

## **Support for Learning**

Dudley Academies Trust is committed to supporting all Learners and recognises that some Learners may require a personalised approach through structured support to access learning.

The reasons for this may include:

- Re-integration into mainstream school following exclusion.
- Re-integration into some or all lessons following time spent in ‘supporting expectations’.
- Full-time, short-term educational provision for those Learners who may be ‘school-phobic’.
- Full time educational provision for Learners joining DAT via the Fair Access Panel.
- Short term alternate provision for those Learners in Key Stage 3 and Key Stage 4 who display temporary reluctance to access full time provision in a main-stream setting.
- Full time educational provision for Learners with temporary mobility issues, for example, injuries to limbs, and/or Learner using walking aids.
- Key Stage 4 Learners who have been dis-applied from a GCSE subject and where main-stream provision is considered inappropriate.
- Facilitating examinations for Learners who require alternative or special arrangements.

The Assistant Principal of Inclusion and Learner Wellbeing will work collaboratively with members of the Inclusion Team to establish the appropriate provision for individual cases as they arise.

## **Detentions**

There is one (maximum two) detentions each week which are two hours long. This is supervised by members of the SLT team. The Learner planner clearly explains the reasons for a detention being issued.

There is no legal obligation to provide notice before issuing a detention but the school will endeavour to give 24 hours' notice of a detention to a parent/carer.

## **Supporting Expectations: Internal Exclusion**

Supporting Expectations will be used as a sanction and consider the Special Educational Needs and Disability of the Learner and also use EHCP's to support children where appropriate. To help promote the good behaviour of individual Learners supporting expectations will:

- Provide an environment that will facilitate re-engagement of disaffected Learners.
- Reduce the number of potential fixed-term exclusions.
- Improve the learning environment in mainstream classrooms by making it possible to withdraw disruptive learners for short periods of time.
- Strengthen our ability to offer additional curriculum provision for Learners whose behaviour is affecting their own learning and/or the learning of others.

The Learner planner clearly explains the reasons why a Learner is placed in the Supporting Expectations room.

## **Exclusion**

Exclusion will be used as a sanction in cases of serious misconduct. The decision to exclude will be made by the Principal who, before reaching a decision will:

- Consider all the relevant and available facts and evidence to support the allegations made taking into account Dudley Academies Trust Equal Opportunities Policy.
- Consider the Special Educational Needs and Disability (SEND) status of the Learner.
- Refer to an EHCP where necessary.
- Ensure opportunity has been provided for the Learner to give their version of events.
- Check whether an incident was provoked.
- If necessary consult others, being careful not to involve anyone who may later take part in the statutory review of their decision, for example, members of the Discipline Committee.
- Ensure full compliance with government and Local Authority regulations.
- The length of the Fixed Term Exclusion will be determined dependent on the individual circumstances of the incident(s).

## Fixed Term Exclusions

All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious. The following are examples;

- Failure to comply with a reasonable request from a senior member of staff
- Failure to wear Academy uniform which has been provided (where possible)
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Wilful damage to property
- Homophobic or racist bullying
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Persistent defiance or disruption
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of Academy rules

## Permanent Exclusion

A decision to exclude a Learner permanently should only be taken:

- In response to serious or persistent breaches of the school's behaviour policy; and
- Where allowing the Learner to remain in school would seriously harm the education or welfare of the Learners or others in the school'.

[\(DfE 'Exclusion from maintained schools, Academies and Learner referral units in England 2012\)](#)

Only the Principal of the Academy can exclude a Learner and this must be on disciplinary grounds. The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence:

- Serious actual or threatened physical assault against another student or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Possession of an illegal drug with intent to supply;
- Carrying an offensive weapon;
- Making a malicious serious false allegation against a member of staff;
- Potentially placing members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

In addition, the Local Academy Council also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- Deliberate activation of the fire alarm without good intent
- Repeated or serious misuse of the Academy computers for activities that compromise the integrity of the computer network
- Repeated verbal abuse of staff
- Persistent disruption and defiance

## **Governor Disciplinary Panel**

This is a very serious meeting for those Learners at serious risk of exclusion because of their behaviour. When a Learner has been issued with four fixed term exclusions, the Learner and parents/carers, must attend this meeting. The Local Advisory Committee with representation from the Board of Trustees will consider the next steps and are likely to arrange a managed move (to another school within the Trust for 6 weeks) or to move the Learner permanently out of the school. This would be achieved through a referral to the Local Authority Fair Access Panel which means that the Learner would be moved permanently to another school. The other course of action is for the **Governors** to permanently exclude the Learner from the school and the Trust.

## **Searches**

If a Learner is suspected of concealing knives or weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, e-cigarettes, fireworks, pornographic images or 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 to, or damage to property, every effort will be made to persuade the Learner to hand over the items, preferably in the presence of a second adult witness.

Dudley Academies Trust staff will always involve the Behaviour Manager or a member of SLT before conducting a search unless it is deemed necessary, in the event of safety, to search the Learner immediately.

Any search will be recorded and logged on a Learner's file. If a Learner refuses to give consent to a search, a search can still be conducted by law if a member of staff has reasonable grounds to suspect the Learner is concealing knives or weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, e-cigarettes, fireworks, pornographic images or 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 to, or damage to property.

The search will take place by a member of staff of the same gender unless in exceptional circumstances. Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is good reason to do so. The Behaviour Manager or member of SLT should however consider informing parents/carers for support or in more serious situations the police may be contacted and may carry out a search.

## **Confiscating Items**

Certain items such as mobile phones, electronic music devices, e-cigarettes, cigarettes, inappropriate clothing/uniform, drugs, and weapons (or anything that could be used as a

weapon) will be confiscated by staff if seen, heard or suspected of being used. Confiscated items will be kept safe and then logged and stored by the Behaviour Manager.

If a Learner refuses to hand an item over further sanctions will be applied. Items will be returned at the discretion of the Behaviour Manager and may hold on to the item until collected by a parent/carer. Any illegal items will be handed over to the Police or relevant agencies.

For further information and guidance on searching and confiscation please see '[Department for Education screening, searching and confiscation - advice for headteachers, school staff and governing bodies 2018](#)'. Whilst every care will be taken to ensure the safe return of such confiscated items the Trust takes no legal responsibility should an item go missing.

## **Malicious Allegations**

Complaints against staff or other Learners are always investigated thoroughly. If, after a full and thorough investigation, it is the considered view that the allegation against the member of staff or Learner was unfounded and malicious any record of the incident will be removed from the member of staff's or Learner's file. The Learner or Learners involved in making the allegations will be disciplined according to the severity of the case up to and including exclusion.

## **Physical Contact, Restraint and Use of Physical Force**

Dudley Academies Trust does not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a Learner, or prevent them taking action needed to prevent a Learner causing harm.

The law forbids any degree of physical contact which is deliberately intended to punish a Learner or which is primarily intended to cause pain, injury or humiliation.

Physical contact with children and young people may be appropriate and necessary in some circumstances. Staff should use their professional judgement and be aware of the following key points before making any physical contact with a child.

## **Restraint and Use of Physical Force**

In some circumstances reasonable force can be used to control or restrain Learners but this should be seen as a last resort. All members of Dudley Academies Trust staff have a legal power to use reasonable force.

These circumstances are:

- To prevent Learners from committing a criminal offence, harming themselves or others, causing damage to property including their own or engaging in behaviour prejudicial to maintaining good order and discipline at the Trust.
- To defend themselves against attack provided that they do not use a disproportionate degree of force.
- To use such force as reasonable given the circumstances when conducting a search without consent for the items detailed above.

Before intervening physically in any situation staff should try to communicate calmly and clearly with the Learner about their behaviour and its consequences and wherever possible.

If there is a risk of injury to other Learners, they should be removed and assistance summoned.

Force used will be proportionate and reasonable. Dudley Academies Trust staff should always try to act in a way that minimises the chance of injury to the Learner but it may not always be possible. Force will never be used as a form of punishment and reasonable adjustments will be made for SEND children. EHCP's will be used to support children where appropriate. Parental consent is not required to use reasonable force.

All incidents where restraint is used must be recorded by staff involved via emailing the Behaviour Manager, Assistant Principal of Inclusion and Learner well-being and the Principal.

### **Physical Contact**

Staff should not assume that it is acceptable practice to use touch as a form of communication and should be very clear why it is necessary before touching any child.

There are occasions when it is appropriate for adults to have some physical contact with a child or young person with whom they are working, for example in medical emergencies in practical subjects to demonstrate the use of equipment, to adjust posture or to support a child in completing an activity safely. Also when a child is in distress. This should only take place in an environment which is easily observed and should last for the minimum time necessary. Staff should be aware of gender, cultural or religious issues that may need to be considered and should check that the child is comfortable with the contact.

### **Review**

The Principal, through consultation with staff, Learners and other key Stakeholders, will undertake systematic monitoring and conduct regular reviews of this Policy Statement (together with any associated procedures) in order to evaluate its effectiveness, fairness and consistency of application. Reports will be provided to the Board of Trustees.