





## Behaviour and Relationships Policy 2021-2022

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## **1. INTRODUCTION**

At Dean Trust Ardwick the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline rather than blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour and a partnership approach to managing poor conduct.

## **2. AIMS**

- To create a culture of exceptionally good behaviour and a safe and inclusive environment: for learning, for community and for life.
- To ensure that all pupils and staff are treated fairly, act respectfully and develop positive relationships.
- To help pupils self-regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, good humour, good temper, discipline and empathy for others.
- To ensure that excellent behaviour is celebrated and normalised.

## **3. KEY PRINCIPLES**

- Encourage a mutually supportive and respectful partnership with parents and carers
- Regular review of policy and procedures to ensure that they underpin the creation of the desired culture and climate of the school
- Adhere and uphold British Values, including democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and those without faith
- Use rewards and sanctions proportionately to encourage desirable behaviours and challenge behaviours that do not meet the school's expectations
- Establishment and maintain key routines to habituating respectful and positive behaviours.
- To act in accordance with our Code of Conduct which underpins our behaviour policy.

## **4. ROLES AND RESPONSIBILITIES**

### The Governing Body

The Governing Body is responsible for ensuring that the behaviour policy is effectively pursued at the school and the principles stated above are reviewed from time to time.

It will ensure that the policy is communicated clearly to the staff, pupils, parents and carers.

The Governing Body will support the school in maintaining high standards of behaviour and ensure that the behaviour policy has reasonable expectations and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010 and the Race Relations Act 2000. The policy should be read in conjunction with the Race Equality Policy.

### The Headteacher

The Headteacher will ensure that effective measures are taken to support the principles laid out by the Governing Body, and will determine an acceptable standard of behaviour of all pupils. The Headteacher is responsible for the implementation and application of the policy and procedures, the provision of support for vulnerable pupils, and support for staff when faced with challenging behaviour. The Headteacher will also ensure that when dealing with behaviour issues, staff must always be mindful that behaviour issues presented by a pupil could be as a result of a safeguarding concern or an additional need. In such cases, consideration would be given when deciding on an outcome or sanction for the behaviour displayed.

### Staff

Staff, including teachers, support staff and volunteers, are responsible for following the school's policy and procedures in a fair and consistent way and without discrimination.

All staff are expected to model the behaviour expected of pupils and take responsibility for behaviour in any part of the school.

With the support of the Headteacher, staff are responsible for providing a positive learning environment that promotes self-discipline and personal responsibility.

Mutual support for colleagues is important to ensure consistency and high standards are maintained throughout the school.

Staff contributions to the review and development of the behaviour policy and procedures are essential for maximum effectiveness.

Staff have a responsibility to ensure that all pupils are listened to and supported, and that their views are taken into account.

Reasonable adjustments must and will be dependent upon an individual's specific learning needs in regards to SEND needs, social/emotional concerns or any other additional needs, some of which could be derived from safeguarding concerns.

## Parents and Carers

Parents and carers are expected to take responsibility for the behaviour of their children both inside and outside school. The school regards the relationship with parents and carers to be very important, and seeks to foster those relationships positively in order to maximise support for their child.

Parents and carers are encouraged to work in partnership with the school to maintain high standards of behaviour, and to raise with the school any issues arising from the operation of the policy.

## Pupils

Pupils are expected to take responsibility for their own behaviour. The policy, procedures and expectations will be clearly communicated to pupils. Pupils are encouraged to support their peers in behaving well.

Pupils have a responsibility to support the school's stance on bullying, prejudice, harassment, disruptive and unsafe behaviour by reporting any witnessed or suspected incidents either verbally or through written communication with key members of staff. The Governing Body, Headteacher and staff ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability and sexuality.

The Governing Body, Headteacher and staff are committed to ensuring that the behaviour policy and procedures safeguard the rights of all pupils to be educated in an engaging learning environment in which they feel safe and supported, and free from discrimination.

This means that in accordance with the Equality Act 2010, the application of the behaviour policy and procedures will not be prejudiced in any way and will have due regard for all of the protected characteristics.

## **5. CODE OF CONDUCT: RESPECTFUL, READY AND RESPONSIBLE**

Our school code of conduct is based on the principle that we value every member of the school community. Learning and teaching are our core activities and as result we insist on a constructive partnership between staff and pupils in which both can expect courtesy and respect through a restorative approach. Our three core rules are for pupils to be:

**'Respectful'** - To have respect for themselves. To show respect to their peers, to adults, to our environment and for our community.

**'Ready'** - To show that they are ready to learn, ready to listen, ready to embrace opportunity and be the best they can be.

**‘Responsible’** – For their behaviour, for their appearance, for their learning and ensuring everyone is safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

Respectful	Ready	Responsible
<ul style="list-style-type: none"> <li>● Treat others as you would like to be treated.</li> <li>● Interact positively and with good manners; use appropriate language and tone.</li> <li>● Listen to the views of others and accept their right to hold those views;</li> <li>● Follow all school procedures including moving around the school in a safe and calm manner;</li> <li>● Follow instructions from a member of staff the first time of asking;</li> <li>● Look after our buildings, displays and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>● Do the simple things right - all of the time;</li> <li>● Arrive to school and lessons on time;</li> <li>● Wear our school uniform with pride;</li> <li>● Bring the correct equipment for learning;</li> <li>● Listen actively;</li> <li>● Participate fully;</li> <li>● Embrace opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>● You are responsible for your behaviour.</li> <li>● Do the right thing not the easy thing;</li> <li>● Be responsible for the things that you say and do;</li> <li>● No physical contact;</li> <li>● Stay safe and act responsibly online;</li> <li>● Be responsible for your learning; work hard;</li> <li>● Report any problems or concerns to an adult.</li> </ul>

## 6. ANTI-BULLYING (TO BE READ IN CONJUNCTION WITH THE TRUST’S ANTI-BULLYING POLICY)

The school deals with any allegations of bullying very seriously; including verbal, non-verbal, physical or prejudiced behaviour. The school aims to effectively prevent and tackle bullying to create a safe and disciplined environment for pupils to learn to the best of their ability, free from disruption of any kind.

Our measures to prevent all forms of bullying are in line with the Equality Act 2010. We believe that bullying involves a perceived imbalance of power. We define bullying as:

*A deliberate attempt, often repeated, to hurt or humiliate someone (or group) either physically, verbally or emotionally. Bullying can be aimed at others, based on their race, gender, religion, sexuality, or what is believed to be a weakness.*

We recognise that bullying can take many forms and we ensure pupils are aware of the many ways they can be bullied, including homophobic, bi-phobic or transphobic bullying.

As a school that subscribes to British Values, we aim to embed a culture where diversity is celebrated and a lack of tolerance of any kind of difference is unacceptable.

Any allegation of bullying will be investigated thoroughly and support will be offered to both the target and the perpetrator.

We recognise that it is possible that bullying can be as a result of a safeguarding issue and if this is the case, the issue will be communicated to the welfare team for their involvement.

## **7. RECOGNITION AND REWARD**

We invest heavily in creating a positive culture that is conducive to learning and participation, believing that all pupils want to succeed and that they thrive on praise, encouragement and recognition for their hard work and participation. Using positive recognition and 'deliberate botheredness' we work to ensure that every pupil feels valued and appreciated within the classroom and across the school. We recognise the achievements and efforts of our pupils in a number of ways:

1. Verbal Praise
2. Praise Postcards designed by DTA pupils
3. Positive phone calls home
4. HOY and HOF Rewards and Commendations
5. Headteacher's Commendations
6. Good work displayed in classrooms and around school
7. Share good news stories from each year group in a bulletin, during assemblies and in the Parent Newsletter
8. Celebrate success and good news stories on social media including twitter
9. Badges
10. Achievement assemblies
11. Awards Ceremonies
12. End of Term Rewards.

## **8. STAGED BEHAVIOUR SYSTEM**

The school's procedures arising from the policy are intended to foster a culture of self-discipline and personal responsibility for behaviour. We know that pupils make mistakes and recognise that this is part of growing up. We understand that pupils can witness or be lured into anti- social behaviour outside school. We have procedures in place which support pupils in the regulation of their behaviour. We provide support for pupils and ensure that we educate pupils about the risks of anti- social behaviour and the effects it can have on their own lives and those of others.

We believe that a strong partnership forged between parents and teachers can overcome most behavioural concerns, and that standards of behaviour in school are exactly those that are desired by parents and carers at home. We expect decisions in school to receive full parental support.

We have clear procedures in place which help teachers to manage behaviour constructively in their classrooms whilst building positive relationships with pupils.

The behaviour system we have in place is an escalated approach which includes a range of actions together with support at each stage. There are four stages in the process, starting with classroom teacher input before escalating to Head of Faculty/Year involvement and finally SLT and Governors involvement. The behaviour structure involves parents early on, builds in levels of support through the stages, and allows pupils to discuss their behaviour and make the right choices. The system is reviewed regularly in consultation with staff and pupils to ensure maximum effectiveness. It is communicated to pupils and parents.

It is expected that all staff follow procedures fairly and consistently and seek support from others when necessary.

## **9. SUPPORT AND CONSEQUENCES**

The primary function of good and fair rules is to establish the 'way we do things here'. Positive discipline is concerned with guidance and instruction; it is the way we teach social order where rights and responsibilities are balanced. At DTA we want to create the best environment and social climate for teaching and learning; correction is given in a way that minimises unnecessary stress and considers the self-esteem of those being corrected. Core routines enable the smooth running of 'normal' classroom life. They enhance civility, good manners and co-operation. We consciously plan and implement fundamental routines to ensure effective learning and positive behaviour both within and outside of the classroom. The six core routines can be seen below:

1. Lining up and equipment checks at the start of every school day;
2. Organised seating plans and pupil groupings;
3. Strong starts and ends to every lesson;
4. Initiating and sustaining whole class attention;
5. Safe and calm corridors;
6. Cues for questions and discussions.

### *Classroom Plan*

Each lesson follows a similar structure and class teachers use consistent strategies to remind pupils of expected behaviours in lessons. Where pupils behave poorly, staff give them consistent, calm, emotionless responses. Where pupils demonstrate over and above behaviours, teachers share their enthusiasm, excitement and passion for learning. Teachers focus their first attention on positive conduct to celebrate and advertise the behaviours we want to see. The classroom plan offers a support structure to individuals and groups of pupils that may be causing disruption to the learning of others. The classroom plan includes:

- Grounding
- Reminder of Code of Conduct
- Chance, Choice, Consequence
- Time Out - Good Neighbour or Triage.



**Pupils who commit a serious breach will be triaged immediately without support steps. This might include bullying, racist language, violence, homophobic behaviour, supply/possession of banned items.**

### *Class Teacher Consequences*

At DTA we believe that any behaviour concerns are dealt with at source and that any consequence should be fair, proportionate and certain. Class teachers will use a range of consequences to support the behaviour of pupils:

#### *Quick catchup*

Sometimes behaviours may not need a consequence but the pupil needs to acknowledge that the previous lesson wasn't good for anyone and that the next lesson is a fresh slate. The teacher will find time to have an informal conversation with the pupil prior to the next lesson. This could take place with the pupil after the lesson, at break or at the end of the day.

#### *Detention*

Class teachers may issue a short detention at break, lunch or at the end of the day. Any detention should be served as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.

#### *Natural consequence*

Where pupils have caused damage to an area through littering, spoiling a display, damaging school property, being unkind to peers they will be asked to repair the damage as part of a natural consequence.

#### *Withdrawal from lesson*

On occasions of serious disruption, pupils may be withdrawn from their lessons to work in a different class or, in some cases, another room. The duration of withdrawal varies and involves a discussion with a member of the senior leadership team. Pupils may be withdrawn if they are required to assist with an investigation, or when withdrawal would act as a preventative behavioural measure or for their own or others' health and safety or well-being. In such cases the withdrawal is not recorded as a sanction. If a sanction is necessary this will be issued by the originating member of staff in discussion with their line manager.

## School-Wide Consequences

### *Detentions*

Parental consent is not required for detentions.

Most detentions are conducted during school hours, but there may be occasions when pupils are required to attend detention after school or at weekends.

In this case parents/carers will be notified 24 hours before the detention if the detention exceeds 30 minutes. However, we like to deal with matters promptly therefore the school will attempt to arrange with parents/carers for the detention to be held on the same day if longer than 30 minutes.

Staff will consider whether the detention is reasonable on the grounds that it does not compromise the safety of the pupil or any caring responsibilities s/he may have outside school, or whether suitable travel arrangements can be made (not whether it is inconvenient for the parent/carer).

### *Internal Suspension*

Internal Suspension is a serious sanction and is a preventative and alternative measure to exclusion from school. Internal Suspension means that a pupil is withdrawn from the school community for a set period of time until 4pm. Pupils in internal suspension complete subject- based work to strengthen knowledge and understanding. The decision to withdraw a pupil from his/her school routine will be made reasonably and proportionately in all cases. Pupils will not be internally suspended for longer than is necessary. Internal suspension is a serious sanction. Failure to cooperate whilst internally suspended may result in an extended period of time in internal suspension or a fixed term exclusion from school.

Pupils will be supervised and permitted to eat and drink at designated times and visit the toilet when necessary. At all times pupils will be treated with respect and dignity. Restorative work will be completed with pupils in internal suspension and follow up support work put in place to help prevent recurrence.

Certain behaviours in school carry set tariffs according to severity and type and these can lead to pupils spending a period of time in internal suspension. The school reserves the right to amend or adapt these sanctions. All behaviours are dealt with on a case-by-case basis and therefore sanctions may vary according to circumstances and severity.

### *Exclusion*

The decision to exclude a pupil from school, whether temporarily or permanently, is never taken lightly, and other alternatives are always considered.

### *Fixed Term exclusions*

Pupils who blatantly defy the school's Code of Conduct may be temporarily excluded from school, if internal suspension does not suffice. This would most likely be the case for incidents such as:

- persistent disruptive behaviour;
- refusal to cooperate;
- dangerous behaviour;
- verbal abuse towards staff;
- threatening behaviour;
- assault on a pupil;
- intentional damage to school property;
- threatening or aggressive behaviour in the community;
- failure to successfully complete an internal suspension sanction;
- bringing prohibited items into school.

These examples are not exhaustive.

In line with our staged system, repeated serious behaviour as described above will result in a governors' disciplinary panel meeting where the pupil's future at the school is considered.

Permanent exclusion is likely to occur for the following reasons:

- Persistent disruptive behaviour where the school feels they cannot do any more to support the pupil;
- Where allowing a pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. This could be a one- off incident irrespective of whether the pupil has a negative behaviour record or not.

### *Community incidents*

The school has the power to discipline pupils beyond the school gates. At DTA we take community behaviour very seriously and expect our pupils to respect their community and local environment in the same way they would at school or home. We always follow up complaints and contact parents where pupils have been found to be involved in anti-social behaviour. We will liaise with external agencies including children services and the police where appropriate.

We recognise that certain behaviours are a symptom of an unmet need and whilst there have to be consequences for actions we firmly believe that support and intervention must be offered to pupils in crisis and are fundamental to positively influencing behaviour change.

## **10. THE POWER TO USE REASONABLE FORCE**

### *Purpose of reasonable force*

Reasonable force is used to control and restrain pupils and covers a range of actions including a degree of physical force.

Control means passive physical contact e.g. standing between pupils or blocking a pupil's path, or active physical constraint such as leading a pupil by the arm out of a classroom.

Restraint means to hold a pupil back physically or bring a pupil under control e.g. when two pupils fight and refuse to separate without physical intervention.

Staff should always avoid acting in a way that might cause injury but in extreme cases, avoiding injury may not always be possible.

### *When reasonable force is used*

The use of reasonable force is down to the professional judgment of the member of staff and should always depend on the individual circumstances ('Reasonable in the circumstances' means using no more force than is needed, Use of Reasonable Force Guidance July 2013). School does not require parental consent to apply reasonable force.

All members of staff have the power to use reasonable force (Education and Inspections Act 2006).

Staff must make reasonable adjustments for pupils with SEND. The school has the power to prevent pupils from:

- Committing an offence;
- Injuring themselves;
- Damaging property;
- Causing disorder.

The school also has the power to use reasonable force when searching for 'prohibited items' (see below) and Education Act 2011, however force may not be used to search for banned items which appear under the school rules e.g. non- uniform items, confectionery.

### *Examples of when reasonable force may be used by any staff member at DTA:*

- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight;
- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;

- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Restrain a pupil at risk of harming themselves through physical outbursts. The school cannot use reasonable force as a punishment.

When physical force has been used we always endeavour to tell the parent or carer.

### *Other physical contact with pupils*

It is not illegal to touch a pupil and the school does not subscribe to a 'no contact' policy.

There are times when it is appropriate to touch a pupil, and for these examples permission would be sought from the pupil by the staff member. For example:

- comforting a distressed pupil;
- congratulating or praising a pupil;
- demonstrating the use of a musical instrument;
- demonstrating an exercise in Physical Education or how to hold a musical instrument;
- helping a pupil with a physical disability;
- to give first aid.

## **11. PROHIBITED ITEMS**

In the interests of the health and safety of pupils, staff, other members of the school community and visitors to the school, the school asks parents and pupils to ensure that any inappropriate and dangerous items, or harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought in to school.

Pupils suspected of bringing in any item in the 'prohibited' items list below may be searched without consent, including their belongings, by the Headteacher or other staff who are authorised to do so:

- weapons and knives;
- alcohol;
- illegal drugs;
- drug-related paraphernalia;
- stolen items;
- tobacco, cigarette papers and e-cigarettes;
- fire lighting equipment;
- fireworks or explosives of any kind;
- pornographic images;

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- any item listed under 'banned items' in the school rules and which specify they may be searched for.

Pupils suspected of bringing in any other banned item, such as those listed below may be searched (only with the pupil's consent), by a member of staff.

*Other banned items at DTA:*

- any form of liquid based correction fluid. Note: pupils may use correction tape and correction tape devices
- laser pens or LED torches;
- chewing gum;
- cans, energy drinks or fizzy drinks;
- confectionery (crisps and chocolate bar only as part of lunch pack);
- any aerosol (other than essential medication) Note: pupils should use non- aerosol deodorants;
- metal pronged combs;
- cameras and mobile or other electronic devices: the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings, of pupils or staff or malicious communications. These items can be searched for without consent. (Education and Inspections Act 2006).

The school does not require formal written consent from pupils or parents when searching for banned items under the school rules. Neither does the school require the presence of a parent or carer when searching pupils.

Authorised staff who can conduct a search for school banned items with consent from pupils may ask pupils if they can hand over their bag or outer clothing, or to turn out their pockets or empty their own bags.

Staff may not ask pupils to remove clothing next to their skin. A more intimate search which may involve removal of inner clothing may only be conducted by a person authorised to do so, such as the police.

Staff authorised to search must conduct the search with another staff member as witness. The staff conducting the search must be of the same sex as the pupil and preferably the witness should be of the same sex.

A search may be conducted by an authorised staff member of the opposite sex or on their own without a witness only when it is not practical to summon another staff member and if by not searching immediately there is an immediate risk of serious harm.

If a pupil refuses to comply with the search, school sanctions may apply.

If a pupil is found to be in possession of any banned or prohibited item, school sanctions may apply.

In extreme cases, such as bringing in prohibited items, pupils may be excluded from school whether temporarily or permanently.

### *Seizing and confiscating items*

As circumscribed by Section 89 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. (s89 Education and Inspections Act 2006).

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found during a 'without consent' search

Items which should be seized and handed to the police:

- controlled drugs (unless the staff member thinks it is reasonable to dispose of them);
- stolen items (unless the staff member thinks it is reasonable to dispose of them or return good to the owner);
- extreme or child pornography images;
- an item used to cause injury or damage to property (unless staff member thinks it is reasonable to return to the owner);
- any weapons or items which are evidence of an offence.

*Items which may be disposed of or retained by the school but not returned to the pupil:*

- alcohol;
- tobacco or cigarette papers;
- other substances other than controlled drugs e.g. so-called 'legal highs';
- drug-related paraphernalia;
- fireworks;
- pornographic images which do not constitute extreme or child pornography.

Banned items under the school rules may be disposed of, retained or returned to owner at the school's discretion.

### *Dealing with electronic devices*

Where an authorised staff member conducting a search finds an electronic device that they reasonably suspect has been or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine the data or files on the device. The authorised member of staff can delete data and files unless handing the device to the police. There is no need to gain parental consent if seized within a lawful 'without consent' search, and is reasonably suspected of being, or likely to be, used to commit an offence or cause injury or damage to a person or property.

## **12. MALICIOUS ACCUSATIONS AGAINST STAFF**

We aim to build strong and positive relationships with pupils.

However, there may arise an exceptional circumstance where a pupil makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the pupil which could result in exclusion.

## **13. STAFF TRAINING**

The school is committed to providing appropriate high quality training for staff on all aspects of behaviour management to ensure successful implementation of the policy.

## **14. INTERRELATIONSHIPS WITH OTHER POLICIES**

In order for the behaviour policy to be effective, clear links with other school policies, such as Safeguarding and Child Protection, Anti-bullying, Cyberbullying, Acceptable Use, The Trust Behaviour Policy and SEND policies have been established.

## **15. REVIEW**

In consultation with staff, the policy and its procedures are regularly reviewed and updated in conjunction with statutory requirements and DfE guidance. The behaviour policy is published to parents annually.