



BEHAVIOUR POLICY DEAN TRUST ARDWICK

2023-2024

| Version and Date | Action/Notes | |
|---|--|--|
| 1.0 | May 2016 | Policy revised and updated by Suzanne Finlay, Headteacher, Dean Trust Ardwick. |
| 2.0 | June 2017 | Edits and updates made |
| 3.0 | Feb 2018 | Edits and updates made by Headteacher |
| 4.0 | Nov 2018 | Edits and updates made by Headteacher |
| 5.0 | Oct 2019 | Edits and updates made by Simon Platt, Assistant Headteacher |
| 6.0 | June 2020 | Edits and updates made Caroline Dunn |
| 7.0 | September 2022 | Edits and updates made by Louise Charles, Assistant Headteacher |
| 8.0 | September 2023 | Edits and updates made by Louise Charles, Deputy Headteacher |
| | | |
| Reviewed: | June 2023 | |
| Review frequency: | Annually | |
| Next review: | June 2024 | |
| Signature of Headteacher: | Signature of Chair of Local Governing Body: | |
|  |  | |

1. Introduction
2. Principles and Purpose
3. Leadership and Management
 - 3.1 Engagement of Governors and Trustees
 - 3.2 The Headteacher
 - 3.3 Designated Staff and Leaders
 - 3.4 The Role of the Pastoral Team
 - 3.5 The Role of the Pupils
4. The DTA School Systems and Social Norms
 - 4.1 Walking around the classroom
 - 4.2 Behaviour Procedures
 - 4.3 School Routines
5. Defining Good Behaviour
6. Consequences and Rewards
 - 6.1 Acknowledging Good Behaviour
 - 6.2 Rewards and Recognition
 - 6.3 Correcting Poor Behaviour
 - 6.4 Chance Choice Consequence
 - 6.5 Code of Conduct
7. Anti-Bullying
 - 7.1 The Definition of Bullying
8. Detention System
 - 8.1 Remove Room
 - 8.2 Suspensions
 - 8.3 Permanent Suspension
 - 8.4 Use of Reasonable Force
 - 8.5 Prohibited Items
 - 8.6 Other banned items
9. Community Work
10. Malicious Allegation against a member of staff
11. Mobile Phones
12. Interrelationship with other policies

Introduction

The Dean Trust has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour when it arises. As a school, we believe in certainty of sanction rather than necessarily severity of sanction and that descriptive verbal praise is a powerful way of developing happy and purposeful schools.

The Dean Trust approach is rooted in its core values 'Believe, Succeed, Achieve' and its commitment to providing pupils with a comprehensive education that encompasses both academic excellence and social development. Pupils are encouraged to cultivate self-discipline and make responsible choices, equipping them with the necessary skills and knowledge to succeed both inside and outside the classroom.

Maintaining consistently high expectations for behaviour and conduct is a key aspect of the school's ethos. Through effective practices and the enactment of the 'DTA Way', the Dean Trust Ardwick creates a calm and focused learning environment that supports pupil growth. Additionally, a clear framework of learning habits is in place to guide pupils in developing positive behaviour habits.

Leadership within the Trust collaborates closely to ensure a shared understanding of the reasonableness and proportionality of disciplinary measures. This collaborative approach ensures that sanctions are fair and appropriate across all schools within the Trust, promoting consistency and fairness.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents; this is the 'DTA Way'.

Principles and Purpose

The primary purpose of the Behaviour and Attitudes Policy is to be very explicit in how we operate as a school it is everyone's collective and equal responsibility to foster the behaviour culture we desire for the school and which pupils deserve. All staff are expected to take collective and deliberate action to enact the behaviours that align with 'the DTA Way'.

The school will empower all pupils to develop the excellent learning habits they will need to be successful in school that enables pupils to develop socially, emotionally, and academically and thrive as a citizen of the world

Our objectives include:

- Fostering a positive school culture based on the code of conduct, Ready, Respectful, Responsible
- Explicitly teaching good behaviour and overcommunicating expectations for pupil conduct and behaviour.
- Implementing consistent and fair systems for managing behaviour
- Embedding routines that support a positive behaviour culture, reduces cognitive load and support the facilitation of creating social norms that cultivate a positive behaviour culture
- Provide appropriate support and interventions for pupils with special educational needs and/or disabilities
- Preventing and addressing incidents of bullying, abuse, and discrimination.
- Promoting professional development and training opportunities for staff to effectively manage behaviour
- Ensuring smooth transitions for pupils entering or re-entering the school
- Establishing clear guidelines on prohibited items

The policy sets out measures in accordance with the 2010 Equalities Act and Section 89 of the Education and Inspections Act 2006, and relevant statutory guidance.

Leadership and Management

In order to create a positive school culture, time is dedicated to nurturing a culture of high expectations and positivity. This commitment is essential in maintaining good order and discipline, enabling our pupils to reach their full potential. While we strive to create an environment where pupils make the right choices, we acknowledge that mistakes can happen. In such instances, we are prepared to respond in a fair and proportionate manner.

Engagement of Governors/Trustees

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

The Headteacher will ensure that effective measures are taken to support the principles laid out by the Governing Body, senior leaders and all staff. The Headteacher will determine what is an acceptable standard of behaviour for 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. In such cases, consideration would be given when deciding on an outcome or sanction for the behaviour displayed.

Designated Staff and Leaders

Staff, including teachers, support staff, and volunteers, must adhere to the school's policy and procedures in a fair and consistent manner, without discrimination. Staff are responsible for creating a positive learning environment that fosters self-discipline and personal responsibility.

Staff should model the expected pupil behaviour and make reference to the code of conduct, shared language and behaviour scripts provided by the school.

Mutual support among colleagues is important to maintain consistency and high standards throughout the school. Staff will participate in a comprehensive and augmented CPD program that will improve their practice in relation to behaviour leadership.

Staff are encouraged to seek support from their Head of Faculty, Head of year or with more complex pupils SLT when facing challenges with implementing the Behaviour Policy.

The Role of the Pastoral Team

Our dedicated pastoral team plays a vital role in providing support and guidance to pupils. They work closely with pupils, parents, and staff to address behaviour concerns, implement support plans, and facilitate the rewards initiatives and well-being of pupils. The pastoral team collaborates with other professionals and agencies to ensure that pupils with special educational needs and/or disabilities receive appropriate support in meeting behaviour expectations.

The Role of Pupils

Each pupil has a personal responsibility to adhere to the DTA Code of Conduct and, when arriving at school, is expected to:

- Be in full uniform wearing the DTA blazer and tie
- Have their fully equipped school bag
- Remove chewing gum and dispose of it in the bin
- Consume any externally purchased hot food and drink before entering school premises

- Arrive to school by 8.35am at the latest
- Switch off and put mobile phones and earphones or earbuds away into their bag as these are banned on site during the school day. This means that they must not be seen or heard on the school site during the school day including before-school and after-school activities. However, staff may allow pupils to use school headphones if it supports the learning in a lesson where Chromebook or ICT equipment is used

The DTA Way: School Systems and Social Norms

All pupils must follow the Relentless Routines for entering and leaving classrooms:

- Pupils enter the classroom as they are greeted by the teacher, this is in line with the Ready to Learn and Ready to Leave Routine.
- All pupils must sit according to the class seating plan immediately and put their equipment and planners on their desk and their bag under their desk and coats on the back of their chair
- All pupils must complete the 'Do Now' activity as soon as they are Ready to Learn, while the teacher takes the register.
- All pupils are required to respond accordingly when the teacher initiates the 'Ready to Listen' routine. The teacher will raise their hand and commence a countdown from 5 to 0. It is expected that all pupils maintain silence and direct their attention towards the teacher as the countdown reaches 0
- All pupils are required to respond appropriately when the teacher initiates the 'eady to work' routine. The teacher will provide instructions for a task, and pupils are expected to work independently in silence, utilising the provided stuck strategies if they require additional support.
- If the class teacher is arriving to the lesson from a different part of the school site, pupils must line up quietly outside the classroom until the teacher arrives.
- At the end of the lessons, pupils should stand behind their chairs in silence and wait to be dismissed by the member of staff.

Walking around the school and to/from lessons:

- Pupils must follow instructions from any staff member first time, without comment
- Move to lessons directly and promptly on the sound of the bell or when the five-minute warning message is sounded at the end of break and lunch.
- Walk with purpose to around the building and never run on the corridors
- Follow the one-way system and walk between the golden lines
- Keep quiet on corridors, being mindful not to shout or disrupt the learning of others
- Keep the school and the outdoor area clean and tidy, and not to leave rubbish behind for others to tidy up.

Behaviour Procedures

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 regulate the conduct of pupils.

We believe that a strong partnership forged between parents and teachers can overcome most behavioural problems, and that standards of behaviour in school are exactly those that are expected from parents and carers in their homes. We expect decisions in school to receive full parental support.

School Routines

Establishing consistent and structured school routines is essential for creating a positive and orderly learning environment. The Relentless Routines are an essential part of 'the DTA way', we employ them to:

- Communicate the high expectations we have for the learning, behaviour and attitudes of all pupils.
- Create the conditions to allow all pupils to thrive.
- Habituate the habits for success.
- Create predictable and structured environments, leading to better behaviour.

At Dean Trust Ardwick we don't just tell pupils what to do, we actively teach the routines

1. **Design:** we will decide exactly how the routine should look like. This will involve scripting the routines, the creation of instructional videos and staff practising the routines.
2. **Describe:** we communicate to pupils the importance of routines and we explicitly communicate in detail the behavioural expectations for each routine.
3. **Demonstrate:** we model the routines to pupils to show them what the routines should look like.
4. **Demand:** we insist on pupils practising the routines until they are executed perfectly and we remind them constantly through positive or corrective interventions.
5. **Disengage:** We constantly repeat the process until it is habitual.

Defining Good Behaviour

Good behaviour at Dean Trust Ardwick is far more than the absence of poor behaviour. It is the habituation of 'the DTA way'. At Dean Trust Ardwick, we believe in explicitly teaching and reinforcing positive behaviour.

| Excellent Behaviour | Poor Behaviour |
|---|--|
| <p>The pupil has habituated the 'DTA Way' and follows all routines and expectations.</p> <p>The pupils' habits give them the best chance of scaling their personal mountain and thriving as a citizen of the world</p> | <p>The pupil has habituated bad habits and regularly fails to follow routines and expectations.</p> <p>The pupils' habits are preventing them from scaling their personal mountain and thriving as a citizen of the world</p> |

Ready, Respectful, and Responsible are the core behavioural expectations at The Dean Trust and underpin the Code of Conduct. These principles guide pupils in their actions and attitudes to create a positive and safe learning environment.

If pupils successfully adopt our practices and habituate 'the DTA way' the following behaviours would be visible:

| | Excellent Behaviour (Closely aligned with the desired culture) | Poor Behaviour (Misaligned with the desired culture) |
|---|---|---|
| <p>RESPECTFUL</p> <ul style="list-style-type: none"> • to themselves • to others • of the environment | <p>The pupil habitually:</p> <ul style="list-style-type: none"> • treats other with respect • interacts positively with others, using good manners, and appropriate language and tone • listens to the views of others and accepts their right to an opinion • follows all school routines, including moving around the school in a safe and calm manner • follows all instructions first time, every time • looks after the school site, displays and equipment. | <p>The pupil frequently:</p> <ul style="list-style-type: none"> • treats others with a lack of respect. • interacts negatively with others, often showing poor manners and inappropriate language and tone. • fails to listen to the views of others and/or denies their right to an opinion. • fails to follow school routines, including when moving around the school site. • fails to follow all instructions at the first time of asking. • fails to look after the school site, displays and equipment. |

| | | |
|---|--|--|
| <p>READY:</p> <ul style="list-style-type: none"> to learn to embrace opportunity to be the best you can be | <p>The pupil habitually:</p> <ul style="list-style-type: none"> does the simple things right arrives at school and lessons on time. follows expectations for uniform and appearance brings the correct equipment for learning. follows all school routines and completes all work to the best of their ability. participates fully in all aspects of school life. embraces opportunity. | <p>The pupil frequently:</p> <ul style="list-style-type: none"> does not do the simple things right arrives to school or lessons late fails to follow expectations regarding uniform and appearance does not have the correct equipment for learning fails to follow all school routines and does not always complete all work. does not participate fully in all aspects of school life does not embrace opportunity |
| <p>RESPONSIBLE:</p> <ul style="list-style-type: none"> for your behaviour for your learning for your appearance | <p>The pupil habitually:</p> <ul style="list-style-type: none"> accepts responsibility for their behaviour, including what they say and do does the right thing, even when it isn't the easiest thing refrains from physical contact behaves in a safe manner, including to and from school and when online reports any concerns or problems to an adult within school | <p>The pupil frequently:</p> <ul style="list-style-type: none"> does not accept responsibility for their behaviour, including what they say and do does not do the right thing, especially when it is the easiest thing touches other pupils behaves in a way that is unsafe, including on the way to and from school and when online does not report concerns or problems to an adult in school |

Consequences: Rewards and Sanctions

Consequences; both sanctions and rewards play an important role in building and maintaining a positive culture. Most people need reminding that actions have consequences and the use of extrinsic consequences helps to remind pupils of our social norms. Consequences are feedback to pupils on their behaviour. Consequences remind pupils that their behaviour *matters* because *they matter*

Acknowledging Good Behaviour

Rewards can be a very useful motivator and should be a part of every teacher's toolkit - used properly rewards can help to encourage better habits.

At Dean Trust Ardwick we recognise and celebrate when individuals live out our values and contribute to a culture of kindness.

HOW: At DTA we use the following factors to ensure rewards are used effectively:

- Praise in public:** When you reward a pupil for doing something, you do so in a community and what is rewarded gets noticed.
- Specificity:** Pupils are more motivated by rewards as incentives when they are capable of understanding that reward is connected to the behaviour.
- Motivating:** Providing pupils with rewards (extrinsic motivation) to help them experience success and build up intrinsic motivation over time.
- Authentic:** To be effective, praise must be sincere, deserved and proportionate
- Avoiding common pitfalls:** overuse of rewards can condition pupils to expect rewards for doing what should be expected; pupils can become desensitised to rewards and stop valuing them; ineffective use of rewards can normalise mediocrity.
- Shared Language:** Every behaviour intervention, positive or corrective, should be punctuated with READY, RESPECTFUL and or/ RESPONSIBLE?

Reward & Recognition Practices at Dean Trust Ardwick

| Practice | Details |
|--------------------------|--|
| Praise | <ul style="list-style-type: none"> Provide pupils with praise in public that is: sincere, proportionate and punctuated with ready, respectful and/or responsible. |
| Positive points | <ul style="list-style-type: none"> Praise might be accompanied with a positive point when teachers observe 'excellent behaviour'. The awarding of positive points is awarded for certain events e.g., 100% attendance in a week, attendance at enrichment etc. Positive points should be recorded on Bromcom and parents will receive a notification on MCAS. |
| Praise Postcards | <ul style="list-style-type: none"> The awarding of praise postcards is automated when pupils achieve a certain number of positive points. |
| Star of the Lesson | <ul style="list-style-type: none"> Each lesson a teacher awards 'star of the lesson' to a pupil who has demonstrated excellent behaviour. Star of the lesson is scripted and built into the 'ready to leave' routine. The pupil receives 5 positive points when it is recorded on Bromcom. |
| A random act of kindness | <ul style="list-style-type: none"> Every member of staff is given 'random act of kindness' ticket' to award to pupils when they observe a pupil contributing to DTA's culture of kindness. Pupils are rewarded these on an adhoc basis. The pupil receives 5 positive points when it is recorded on Bromcom. |
| Weekly Draw | <ul style="list-style-type: none"> Each week pupils who receive a 'star of the lesson' and/or 'random act of kindness award' will be entered into a weekly draw. |
| The Reward Shop | <ul style="list-style-type: none"> The sum of a pupil's points (positive – negative) can be used as a currency to use at the reward shop. |
| Termly Reward Events | <ul style="list-style-type: none"> Whole school rewards will take place each term to recognise the efforts of the school community. All pupils will be afforded the opportunity to attend. However, pupils will lose this privilege if they repeatedly fail to meet the school's behavioural expectations. |

Correcting Poor Behaviour

When correcting a behaviour staff must utilise the strategies from the Invisible Behaviour Toolkit; RIP/PIP, counter intuitive responses, diverters and diffusers and 'take up time' as outlined in the staff playbook. Staff must make reference to the Code of Conduct, punctuated with Ready, Respectful and Responsible.

At Dean Trust Ardwick recognises the importance of providing a personalised approach to supporting pupils with additional needs within behaviour policy. The school aims to create an inclusive and supportive environment that caters to the diverse needs of all pupils. In some cases, reasonable adjustments will be made for pupils with SEND and SEMH that align with the school's approach to true inclusion

Chance, Choice, Consequence, and Remove

When dealing with unacceptable behaviour, staff should remain calm and assertive, avoiding confrontation or shouting and use the 'Chance, Choice, Consequence' framework as a way of correcting pupil behaviour. Staff have three options when issuing a consequence.

- Option 1: Faculty Sanction e.g., class or Head of Faculty detention
- Option 2: On Call support with mediation; the pupil goes back in to class
- Option 2: On Call remove; the pupils is taken to the remove room will attend a detention at the end of the day,

We believe in providing pupils with opportunities to make choices and understand the consequences of their actions. The chance-choice-consequence framework helps pupils develop responsible decision-making skills and take ownership of their behaviour. In certain cases, when behaviour significantly disrupts the learning environment, the school may implement temporary removal strategies in accordance with our policy.

Code of Conduct

The school's Code of Conduct is the foundation of the behaviour system which is visible across the school. Staff use the Code of Conduct to remind pupils of their responsibility towards contributing to a positive school ethos and ensuring good behaviour.

As a school we expect pupils to adhere to the following standards:

You are respectful:

- to yourself
- to others
- of your environment

You are ready:

- to learn
- to embrace opportunity
- to be the best you can be

You are responsible:

- for your behaviour
- for your learning
- for your appearance

Anti-Bullying (in conjunction with school's anti bullying policy)

At Dean Trust Ardwick, every pupil has the right to learn, and feel safe in school. The school will take a strong stance and has zero tolerance for all forms of bullying, including name-calling and prejudicial behaviour. The schools anti-bullying measures align with the Equality Act 2010.

The Definition of Bullying

The repetitive, intentional hurting of one person or group of people by another person or group of people, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'

Examples of Bullying:

Physical – hitting, pinching, biting, pushing, shoving, taking, intentionally tripping up someone or damaging belongings and stealing money.

Cyber-bullying - sending abusive text messages or emails to someone or a group, posting abusive messages, spreading rumours or making threats on social network sites, posting pictures or information about someone on the internet to promote hatred and isolation and to humiliate and hurt.

Verbal: Name-calling, insults, racist or sexist remarks, mocking, teasing, intimidation, threats, or demands for money.

Indirect: Spreading rumours, offensive graffiti, isolating or excluding someone, making them feel uncomfortable or unwanted.

Sexual harassment and abuse: Unwanted sexual behaviour that violates a person's dignity, making them feel intimidated, degraded, or humiliated.

Pupils and staff can report bullying anonymously via the school SHARP system. Bystanders who collude with bullying face the same consequences as the main perpetrator.

We are committed to maintaining a safe and inclusive environment, free from bullying, harassment, and discrimination.

Detention

Parental consent is not required for detentions issued until 3.30pm which is stated in the pupil planner.

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).

Remove Room

In cases of serious disruption, pupils may be withdrawn from a lesson and placed in the Remove room. This will give the pupil the opportunity to regulate their behaviour.

The withdrawal varies based on discussion with a senior leadership team member. Once the pupil is ready to learn they will be given a red report card that they must get signed from their subject teacher each lesson.

Withdrawal from lesson may occur for investigative purposes, preventive measures, or health and safety reasons, and it is not recorded as a sanction.

If a sanction is necessary, it will be issued by the relevant staff member in consultation with their line manager and letter sent home to parents.

Pupils may be withdrawn from lessons for a set period due to non-compliance with uniform and appearance protocols. Repeated failures may lead to further sanctions

Internal Suspension

Internal Suspension is a serious alternative to a suspension from school. It involves removing a pupil from the school community until 3.45pm for a set period of time. During Internal Suspension, pupils will follow their usual curriculum. The decision to use Internal Suspension is made reasonably and proportionately, ensuring it is not prolonged unnecessarily. Failure to cooperate during Internal Suspension may lead to an extended period or a Fixed Term Suspension.

Pupils in Internal Suspension are supervised, provided with a packed lunch, and allowed breaks for restroom visits. They are treated with respect and dignity. Restorative work and follow-up support are implemented to prevent recurrence.

Specific behaviours carry predetermined consequences based on severity, which may result in Internal Suspension. The school reserves the right to modify these sanctions on a case-by-case basis, considering individual circumstances and severity.

Suspension

Suspending a pupil from school, temporarily or permanently, is a serious decision that is not taken lightly. Alternatives are considered before resorting to exclusion.

Fixed Term Suspension

Pupils who blatantly violate the school's Code of Conduct may be temporarily suspended if Internal Suspension is insufficient. This applies to incidents such as:

- persistent disruptive behaviour
- refusal to cooperate
- dangerous behaviour
- verbal abuse or threats towards staff
- assault on a pupil, intentional damage to school property
- aggressive behaviour in the community
- failure to complete Internal Suspension
- bringing prohibited items to school
- These examples are not exhaustive

Repeated serious behaviour will lead to a governors' disciplinary panel meeting to consider the pupil's future at the school.

The school has the power to discipline pupils beyond the school gates. At DTA we take community behaviour seriously and expect our pupils to respect their community in the same way they would do school or home. We always follow up complaints and contact parents where pupils have been found to be involved in anti-social behaviour.

The range of sanctions we use is proportionate to the behaviour displayed.

Permanent Exclusion

Permanent exclusion may occur in a one-off serious incident, or in the case of persistent disruptive behaviour where the school feels unable to provide further support or when allowing a pupil to remain would seriously harm their own or others' education or welfare, regardless of their previous behaviour record.

Use of Reasonable Force

In exceptional circumstances, when necessary to protect pupils or staff from harm, the use of reasonable force may be employed. We adhere to legal requirements and guidelines to ensure that any use of force is proportionate and in line with our duty of care.

Prohibited Items

To maintain a safe and secure learning environment, certain items are strictly prohibited. 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.

The school does not need formal written consent from pupils or parents when searching for banned items under the school rules.

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 deodorant
- 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)

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.

Community Work

Pupils who vandalise or damage school property will face sanctions, including assigned tasks such as picking up litter, cleaning tables in the dining hall, tidying classrooms, or removing graffiti. In certain cases, parents may be asked to cover the costs of the damage caused

Malicious Allegations Against Staff

Malicious accusations against members of staff are taken very seriously. Where pupils are found to have made malicious accusations against a member of staff which, following investigation are proved to be unfounded, the school may suspend the pupils concerned. Depending on the severity of the accusation and the level of distress caused to the member of staff, this exclusion may be permanent

Mobile Phones and Electronic Devices

At Dean Trust Ardwick mobile phones are banned from the school site. 'Banned' means that they must be fully switched off and completely out of sight at all times between entering and leaving the school site. Research shows that the impact on learning of banning phones from school premises adds up to the equivalent of an extra week's learning over an academic year. This is according to research by Louis-Phillipe Beland and Richard Murphy, published by the Centre for Economics Performance at the London School of Economics

Interrelationship with other school policies

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

Review

In consultation with staff, this 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.

