

Behaviour Policy

Type: Document
Status: Statutory

Issue Status:

| Date | Version | Comment | Owner |
|---------------------------------|---------|---------|--------------------|
| 1 st September 2013 | 1 | | Veronica Giaquinto |
| 30 th September 2015 | 2 | | Veronica Giaquinto |
| 1 st September 2016 | 3 | | Veronica Giaquinto |
| 8 th January 2018 | 4 | | Claire O'Donnell |
| 21 st January 2019 | 5 | | Claire O'Donnell |

Electronic copies of this document are available to download from:
TDA Home>Staff Home>Controlled Documents

Prepared: Claire O'Donnell 21st January 2019

Verified: V. Giaquinto, Vice Principal 6th February 2019

Approved: Principal 11th February 2019

Available publicly on Website: Y/N

Review Date: January 2020

Behaviour Policy

1. Purpose and Principles – A Culture for Learning

1.1 The purpose of this policy is to enable our students to be as successful as they can be, in the Academy and in later life, by creating a culture in which learning and success are central to everything we do. We aim for our students to be confident, respectful and focussed on their learning. Promoting good behaviour and preventing poor behaviour in a clear and consistent way is essential to this. This document describes the policies and procedures we have in place to ensure this, with regard to the relevant legislation. As outlined in the guidance from the Department for Education, all staff in the Academy have the power and responsibility to discipline students for misbehaviour and in some circumstances, to do this outside the Academy. Teachers have a statutory authority to discipline students who:

- Misbehave;
- Break Academy rules;
- Fail to follow reasonable instructions.

1.2 Good behaviour, self-discipline and respect are promoted by all staff. The power to discipline applies to all staff – students are expected to respond appropriately when challenged about poor behaviour by any member of staff.

1.3 This policy sets out the framework we use to put these principles into practice. It refers to a number of other documents which are also available on request.

2. Expectations

2.1 We expect the highest standards of behaviour from our students at all times, in and out of lessons and at any time when recognisable as a member of the Academy, whether on site or in our wider community. We expect students to be ready and able to learn at all times. This means they are in the correct uniform, properly equipped and prepared to work hard in their lessons and on their homework. The way we expect students to behave is set out in the **Home School Agreement** which students and their parents/carers are required to read and sign before joining the Academy. Further details are given in our **expectations** documents which cover all areas, including documents on the Academy uniform and behaviour around the Academy.

| BEHAVIOUR | DISCIPLINE |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • All students have the right to learn. • All staff have the right to teach and support teaching. • The Academy environment should be safe place for all. • Students should be supported in taking responsibility for their own behaviour. • The Academy environment should be free from bullying, prejudice, violence and intimidation. • Positive behaviour is encouraged, recognised and rewarded. | <ul style="list-style-type: none"> • All students understand and address their obligation to behave appropriately. • All staff understand and address their obligation to manage student behaviour appropriately. • Academy discipline procedures support the learning and personal development of all students. • Sanction procedures are understood by students, staff and parents/carers and applied consistently without prejudice. |

3. Sanctions and Staff Actions

- 3.1 Disciplinary sanctions that are used when students' behaviour falls below our expectations are set out below. They include verbal warnings, keeping a student after school (up to 10 minutes), detentions (parents will be notified of the time), community service (within the Academy community), report cards and seclusion, in which students are educated on site but away from their normal lessons for a period of up to 3 days. Ultimately, for extremely serious incidents and behaviour we will consider fixed term exclusion of up to 5 days, a managed move to another school/Academy or permanent exclusion. Any student at risk of exclusion due to poor behaviour will have a programme of support put in place.
- 3.2 All sanctions are set after due evidence collection and decision making to ensure they are fair, proportionate and consistent with legislation, for example the Equality Act (2010).

4. Sanctions System

- 4.1 Thomas Deacon Academy provides an environment where everyone can be safe and feel welcome, where everyone can learn and do their best. One way we ensure this is by applying sanctions where students do not meet the expectations in their home-school agreement. Sanctions are used in response to behaviour that is disruptive, non-compliant, offensive or dangerous, with the aim of preventing any such behaviour in the future.
- i. "Low level" classroom disruption.
 - ii. Persistent failure to comply with home school agreement.
 - iii. Serious incidents.
 - iv. The Six-step programme.
 - v. Extremely serious incidents.
 - vi. Permanent Exclusion.
- 4.2. "Low-level" classroom disruption: Teacher and Subject Area
- 4.2.1 "Low-level" disruption is not acceptable because it damages a student's ability to learn and succeed. Teachers will always aim to resolve issues through the Academy's "in-class" strategies, but they will not allow disruption to hinder learning for a significant amount of time. If a student does not respond, the teacher will use the on-call system in sims to alert on-call staff that assistance is required.
- 4.2.2 Removals: An on-call member of staff will decide with the teacher whether it is possible for the student to be re-admitted to the lesson. If not, they will be removed. An Academy detention will be set and the student will work with the on-call member of staff for the remainder of the lesson. If the student is unable to work in this way, or if it is the second removal in a day, or if the incident appears very serious, they will be taken to their House and dealt with as in part 2 below. Students will also be required to undertake a restorative justice meeting with the class teacher before returning to lesson, in order to clarify expectations.
- 4.2.3 Subject Sanctions: To improve behaviour in future, the Subject Leader or Head of Department will consider contacting parents, subject report and discuss other classroom strategies with the teacher.

4.3 Persistent failure to comply with Home School Agreement: House

These are dealt with in House Areas. For serious incidents (including persistent refusal to comply with home school agreement expectations and two removals in one day), parents/carers will be contacted and the student will be kept in isolation (this will be in Seclusion if space is available). If, after a full investigation, the behaviour concern is found to be serious enough, the student will enter the process of seclusion/exclusion below.

4.3.1 House Sanctions: To improve future behaviour, Academy detentions, student reports, internal isolation and community service will be considered.

4.4 Serious Incidents: Head of House, Assistant Principal for Culture and Ethos and Vice Principal for Well-being.

Serious incidents result in Seclusion, Fixed Term Exclusion (FTE) or Permanent Exclusion. This includes persistent refusal to comply as persistent poor behaviour is a serious incident. All serious incidents must be referred to the student's Head of House who will set a sanction based on the six step system, unless it is so serious that a FTE must be considered. *The procedures for serious incidents including evidence collection, decision making sanctions and support are set out in a separate procedures document - see "The Six-Step System".*

5. **Physical Control/Restraint**

5.1 Very rarely, and only ever as a very last resort, it may be necessary for staff to use force to restrain or control students. In this case, the **Physical Control or Restraint Policy** will be followed.

5.2 If poor behaviour raises a concern about a student's safety the **Safeguarding Policy** will be used, if it raises concerns about meeting educational needs, staff will consider the involvement of outside agencies.

6. **Powers to use Reasonable Force**

6.1 Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the Academy. Authorised Academy staff may also use such force as is reasonable, given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images or articles that may be used to commit an offence or cause harm.

7. **Confiscation**

7.1 Students may have items of their property confiscated and/or be searched. Where possible, this will be carried out by a senior member of staff and the Academy's resident Police Officer.

7.2 Academy staff can confiscate any prohibited items, which are considered harmful or detrimental to Academy discipline. This includes non-uniform items or other items where it is clear that they are not acceptable in school.

7.3 The Academy is able to examine any data files or view content from electronic devices if it considers there is thought good reason to do so. This will be when there is good reason to suspect the data or content could be harmful or break the Academy rules.

8. Confiscation of inappropriate items and the power to search without consent

8.1 There are two sets of legal provision which enable Academy staff to confiscate items from students:

- i. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment;
- ii. The power to search without consent and to confiscate "prohibited items."

8.2 The Academy will search students without consent if members of staff believe a student is in possession of any of the following:

- Knives or weapons;
- Alcohol;
- Illegal drugs;
- Stolen or missing items;
- Tobacco;
- Fireworks;
- Pornographic images;
- Any item that a member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury or damage to another person or property;
- Any banned items, including items which could disrupt the lesson.

8.3 Unless there is a real urgency for this to happen, it will be done by a member of the Senior Team and onsite Police Officer and it will not be done alone. There will be at least two members of staff present.

8.4 The Academy is able to search lockers without student consent for any "prohibited items."

8.5 If any of the above items are found to be in a student's possession, the items will be confiscated. Weapons and knives, extreme pornography or representations of child abuse will always be handed over to the Police.

9. The Zero Tolerance Policy on Knives and Weapons

9.1 The possession of knives or weapons in the Academy may lead to permanent exclusion from the Academy, with the case being referred to the Police for potential criminal proceedings.

9.2 The Academy will also liaise and co-operate with the Police when dealing with any disciplinary or behaviour matter that is deemed unlawful.

9.3 If a knife or weapon has been brought into the Academy with the intent of inflicting harm or to act as a threat to another person, we may automatically proceed to a permanent exclusion.

10. Student Conduct Outside of the Academy Gates

10.1 Staff have the power to discipline students for misbehaviour outside of the Academy premises. The Academy can discipline a student for poor behaviour when a student is:

- Taking part in any Academy-organised or Academy related activity;
- Travelling to or from the Academy;
- When wearing the Academy uniform;
- In some way identifiable as a student at the Academy.

10.2 The Academy can also discipline when a student:

- Displays behaviour which will have repercussions for the orderly running of the Academy;
- Displays behaviour that poses a threat to another student or member of the public;
- Displays behaviour that could adversely affect the reputation of the Academy.

10.3 This Behaviour Policy and all the documents it refers to are reviewed annually. This policy is published to staff, parents/carers and students annually on the Thomas Deacon Academy website.

Appendix 1:

Serious Incidents

1. Procedure

- The Six-Step System
- Seclusion
- Fixed Term Exclusion (FTE)
- Readmission and Support
- Roles and responsibilities
- Quality assurance

1.2 When a serious incident occurs, the six-step system will be used. In all cases, the decision will be taken by the student's Head of House/ Assistant Principal for Culture and Ethos.

2. Evidence

2.1 Statements, fully completed, will be required from the offender, any victims and two witnesses wherever possible, including a member of staff if present. These need to be taken as soon after the incident as possible. Statements taken from students need to be full and clear. The member of staff taking the statement should consider asking for clarification or further detail, reading it back to the student and /or scribing, according to the student's need. All statements, including from adults, should be on a Statement Form with all sections completed and signed.

3. Sanctions

3.1 Internal isolation will be the sanction if the Head of House judges that the incident does not meet the criteria for seclusion and/or that the student's behaviour can be changed by isolation. A phone call will be made by the Head of House, Deputy Head of House or House Admin to the parent/carer(s) to make them aware of the situation and the consequences if this were to happen again. This is an important first step in making students and parents/carers aware of the gravity of the situation, the required behaviour and the next steps in the process.

3.2 If the Head of House is satisfied that the evidence warrants it, a **six-step sanction** is applied as below. However, if an incident is so serious that it may exceed the six-step system, as per the Sanctions System, the Head of House will refer this decision to the Assistant Principal for Culture and Ethos or the Vice Principal for Well-being. This is to ensure consistency and compliance with legal requirements. A Fixed Term Exclusion (FTE) will be set, although there may be some exceptions:

- A student with very low attendance (below 90%);
- A child in care (CIC);
- A child whose safety if excluded would be at risk will not be excluded.

3.3 The Vice Principal for Well-Being or the Assistant Principal for Culture and Ethos will consider these factors and, in the majority of cases, a seclusion will be set.

4. The Six-Step System

4.1 Serious incidents result in a sanction on the six-step system. This includes persistent refusal to comply with instructions and/or the home school agreement. A sanction on the six-step system will be set by the Head of House for serious incident such as:

- Two removals in one day and other situations of persistent refusal to comply with expectations;
- Repeated detentions (see the detention policy for details);
- Repeated failure to attend a detention (see the detention policy for details);
- Smoking related incidents including having smoking materials on site;
- Confrontational, defiant, non-compliant or aggressive behaviour.

| Sanction | Support / Sanctions to be considered |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 st Seclusion (1 Day) Re-admission with parent/carer and Deputy Head of House. | <ul style="list-style-type: none"> • SEND/EAL referral • CCF/Enrichment activities • Community service • Removal of lunchtimes |
| 2 nd Seclusion (2 Days) Re-admission with parent/carer and Head of House. | As above and: <ul style="list-style-type: none"> • Learning centre referral Pre-EARLY HELP Form must be completed, if not already done. |
| 3 rd Seclusion (3 Days) Re-admission with parent/carer and Head of House. | As above and: <ul style="list-style-type: none"> • House move/class sets and timetable review. Full-EARLY HELP Form should be completed, if not already done (with parental consent). |
| Student's file reviewed by the Vice Principal for Well Being | |
| 1 st Exclusion (1 Day) Re-admission with parent/carer and Head of House. | As above and: <ul style="list-style-type: none"> • Convene a TAC (take early help to MAGS panel for additional support); • Short Term placement at another school/academy (1-6 weeks); • 3 – 5 club. |
| Head of House to complete timeline showing actions and impacts to date and planning for future actions ready for meeting with the Vice Principal for Well-being and Principal. | |
| 2 nd Exclusion (2 Days) Re-admission with parent/carer, Head of House and DVP Well-being (Head of House to provide timeline and student file). | As above and: <ul style="list-style-type: none"> • Alternative curriculum placement to be considered. |
| Timeline updated and reviewed by the Vice Principal for Well-being | |
| 3 rd Exclusion (3 Days) Re-admission with parent/carer, Principal and Vice Principal for Well-being and/or Assistant Principal for Ethos and Culture. | As above and: <ul style="list-style-type: none"> • Possible move to permanent exclusion. |

4.2 Decisions regarding further steps at this stage will be made by the Vice Principal for Well-being and Assistant Principal for Ethos and Culture.

4.3 In addition to reviewing paper-based student files after the third seclusion, there will be

regular Quality Assurance sampling on files of students currently engaged in the six-step system.

- 4.4 Every exclusion of any length will be followed by a day in Seclusion to ensure that staff can work with students in a restorative way.
- 4.5 In exceptional circumstances, the Assistant Principal for Ethos and Culture/ Vice Principal for Well-being may increase the length of the sanction beyond that stated.
- 4.6 These six-steps are designed to give students every opportunity to change their behaviour. A range of support mechanisms are available following each step. These will form a Personal Support Plan (PSP) which will be completed after a Seclusion/Exclusion.
- 4.7 After this stage, options will be considered to ensure continued education in an alternative provision setting. These include: transfer to a pupil referral unit, specialised provision at the Academy or provision at another school or Academy in the Peterborough area. In cases where this fails, Permanent Exclusion will be considered as a last resort.

5. Seclusions

- 5.1 Referrals to Seclusion can be made by Heads of House, Assistant Principals and Vice Principals. Students should be referred to Seclusion before 3.30pm as this allows parents to be contacted, work to be collected from teachers and ensures Seclusion has sufficient capacity to accommodate the student the following day. Students may be booked into Seclusion by contacting Seclusion on 6153.
- 5.2 Parents/carers should also be informed by their House, by telephone no later than 5.00pm where possible, that their son/daughter will be required to report directly to Seclusion at 8.30am the following day and that the Academy day will start at 8.30am and end at 3.30pm.

6. Fixed Term Exclusions

- 6.1 Fixed Term Exclusions (FTE) will be proposed by the Head of House along with the Assistant Principal for Culture and Ethos/ Vice Principal for Well-being (they always count as a step in the system – e.g. if an FTE is set at step 2 for an extremely serious incident, the next serious incident will result in step 3) and must be agreed by the Principal. If it is part of the six-step system, the Vice Principal for Well-being or Assistant Principal for Culture and Ethos needs to be notified. All FTEs are followed with a day in seclusion, to ensure that the sanction is seen as a serious one and to enable us to work with the student on restorative measures so as to reduce the possibility of future offences. This needs to be made clear to parents/carers by use of an updated version of the standard letter.

7. Extremely Serious Incidents

- 7.1 Some incidents are so serious that they require Fixed Term Exclusions (FTE) instead of the sanction in the six-step system table, (any such FTE will count as a step on the six-step system), or even consideration of permanent exclusion. Any such decision will be proposed by the Assistant Principal for Culture and Ethos/Vice Principal for

Well-being and agreed by the Principal. These include incidents involving:

- Theft or vandalism;
- Racism;
- Bullying;
- Fighting;
- Smoking;
- Physical or verbal aggression towards others;
- Illegal or controlled substances;
- Potentially dangerous weapons;
- Bringing the Academy into disrepute.

7.2 The length of the FTE will be as per the six-step system, unless the Assistant Principal for Culture and Ethos /Vice Principal for Well-being judges that the incident is so extreme that an extended FTE is necessary.

8. Re-admission and support

8.1 Each seclusion and exclusion will be followed by a re-admission meeting, the aim of which is for the student to accept responsibility for the incident and learn from it, re-commit to the Academy home-school agreement and understand the consequences of any further incident. Documentation is provided to ensure this procedure is followed, accurately recorded and that all support options are considered at each step.

8.2 A Personal Support Plan (PSP) will be put in place at each meeting.

8.3 In each re-admission meeting, the student and parent/carer will be required to sign a copy of the PSP to be kept on file.

9. Permanent Exclusion

9.1 We aim to avoid permanent exclusion of any student. At each stage of the system every opportunity to provide support for the student and family will be taken by the staff involved. However, permanent exclusion will be considered for a student whose needs cannot be met by the Academy in line with this policy.

9.2 The decision to permanently exclude is made by the Principal.

9.3 Following a permanent exclusion, parents/carers have the right to appeal. Further details on the Academy's procedures for permanent exclusion and the appeals process are available on request.