

TDAP022I

BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

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Trustees' Statement of Principles which informs the Behaviour and exclusions policy

The Trust intends and expects that all decisions, policies and procedures will be underpinned at all times by its vision and values.

Our vision and values

Our vision is to be an outstanding school of first choice at the heart of our local community. Our aim is for students to stand out as model citizens, being kind, showing respect and doing their best and to that end, students are explicitly taught our Dorcan character virtues so that every student knows how to model exemplary behaviour.

We believe that exemplary behaviour is essential to allow all our students to achieve outstanding outcomes. Exemplary behaviour promotes high standards of learning; high standards of teaching and learning promotes exemplary behaviour. No student has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and students will have disruption free classrooms in which they can learn.

We believe in a culture of inclusion, equal opportunities, and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination in any form is not tolerated. We recognise that students with emotional or behavioural needs may require support to achieve the expected standard of behaviour; however, we believe all our students are capable of excellence and making excuses for poor behaviour will not enable all students to thrive and achieve outcomes that will increase their opportunities and life chances.

We view as essential a system of rewards to recognise consistently good or improving behaviour and attendance, as well as to celebrate success and recognise achievement, and sanctions where standards fall below an expected level. These rewards and sanctions are applied consistently and fairly. Individual students' behaviour is monitored, and their parents or carers are kept informed.

TDAP022I

BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

This policy document contains:

Contents

1.	Introduction from the Headteacher
	1.1 Aims and Scope
	1.2 Other Linked Policies and Documents
2.	Legislation and statutory requirements
3.	Definitions
4.	Child on Child abuse and Bullying
5.	Roles and Responsibilities
	5.1 The Trust Board
	5.2 The Headteacher
	5.3 Staff
	5.4 Parents
6.	Academy Expectations
	6.1 Conduct in lessons
	6.2 Outside Expectations
	6.3 The Journey Home
7.	Rewards and Sanctions
	7.1 Rewards
	7.2 Ready to Learn Behaviour Process
	7.3 Central Detentions
	7.4 Mobile Communication Devices (Phones/Tablets) policy
	7.5 Uniform and Equipment
	7.6 Graduated response
	7.7 Off-site behaviour
	7.8 Malicious allegations
8.	Behaviour Management
	8.1 Classroom Management
	8.2 Physical Restraint
	8.3 Confiscation
	8.4 Student support
9.	Student Transition
10.	Training
11.	Monitoring arrangements

TDAP022I

BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

I Introduction from the Headteacher

‘High standards of learning in the classroom requires high expectations of behaviour, clear boundaries and a ‘no excuses’ culture. All students have the right to these high standards, regardless of their background, special educational need, advantage or disadvantage. Disruption to learning of any kind will not be tolerated. To lower our expectation is to lower the life chances of our students – ‘tough love’ is what is needed to bridge the gap. At The Dorcan Academy, we care enough to ensure that all students at all times meet these high standards.’

Sherryl Bareham
Headteacher

I.1 Aims and Scope

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the academy community with regards to behaviour management
- Outline our system of **rewards and sanctions**

I.2 Other linked policies and documents

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying policy
- Equality policy
- Online Safety policy

2. Legislation and Statutory requirements

This policy is based on advice from the Department of Education (DfE) on:

- [Behaviour and Discipline in Schools 2022](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of Reasonable Force in Schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Mental Health and Behaviour in schools](#)
- [Suspension and Permanent Exclusion from school](#)
- [Keeping Children Safe in Education 2022](#)

TDAP0221 BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children; paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association. This behaviour policy is explicit in its duty not to discriminate. The guidance outlined in this policy will be adjusted when students with protected characteristics are involved. In these cases, the statutory guidance including the equalities act will be taken into account.

3. Definitions

Misbehaviour is defined as:

- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes. This includes lateness to school or lessons.
- Non-completion of work in lessons or failing to try your best
- Poor attitude
- Incorrect uniform
- Lack of equipment
- Failing to listen to or follow teachers' instructions
- Lack of engagement and/or participation in lessons
- Low level 'off task' chat of social issues
- Out of seat
- Shouting or calling out

Serious misbehaviour is defined as:

- Repeated breaches of the academy rules including failure to meet expectations in the reflection room despite warnings
- Verbal or physical abuse, including offensive language
- Child on child abuse, any form of bullying including on-line bullying (see Anti-bullying policy)
- Child on Child sexual violence, harassment or Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

TDAP022I

BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

- Gang behaviour, including initiations, violence, coercive and threatening behaviour
- Defiance / persistent refusal to follow instructions of members of staff
- Aggressive or threatening behaviour towards students or staff
- Physical attack on a student or member of staff, either on or off the premises
- Theft
- Fighting
- Smoking or vaping on the school premises or when dressed in the uniform of the academy or association with smokers. Smoking/vaping paraphernalia will be confiscated and destroyed.
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: (See Searching and screening)
 - Knives or items that may be used as a weapon (including pen knives, BB guns and imitation weapons)
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers or vaping materials
 - Fireworks
 - Pornographic images
 - Any article a 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 the property of, any person (including the student)

At The Dorcan Academy, as well as the items listed above, the following items are not permitted on the academy site and will be confiscated if seen:

- Fizzy and/or energy drinks
- Chewing gum
- Aerosol cans

‘Lines in the sand’

There are some lines that we will not tolerate any students crossing. If they do, their place at the Academy will be at risk. An indicative but non exhaustive list would include:

- Bringing illegal drugs into school
- A weapon of any sort
- Persistent bullying
- Persistent disruptive behaviour
- An unprovoked physical assault of another student or a member of staff

4. Child on Child Abuse and Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It can be defined as 'Several Times On Purpose' (STOP).

Staff are aware that children can abuse other children and this is generally referred to as Child on Child abuse.

Any form of bullying is unacceptable and will be investigated.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include but is not limited to:

- **Physical:** hitting, kicking, pushing people around, spitting, or taking, damaging or hiding possessions
- **Verbal:** name-calling, taunting, teasing, insulting, making threats or demanding money
- **Exclusionary behaviour:** intimidating, isolating or excluding a person from a group
- **General unkindness:** spreading rumours or writing unkind notes, mobile phone texts or emails;
- **Low level disruptive behaviour:** wearing "banter" and "horseplay" over a prolonged period of time;
- **Cyberbullying:** bullying that takes place using technology; this may include bullying through the use of mobile electronic devices, social media or gaming sites
- **Racist and Religious Bullying:** A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- **Sexist and Transphobic Bullying:** includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon by boys or girls;
- **Homophobic Bullying:** targets someone because of their sexual orientation (or perceived sexual orientation);
- **Disablist Bullying:** targets a young person based on their disability, special needs, or health needs. This can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

TDAP022I

BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

- **Sexual bullying:** sexual insults, sexual language/gestures, name calling, unwanted physical contact, sexual violence or harassment.

Details of The Dorcan Academy's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and Responsibilities

5.1 The Trust Board

The Trust Board, through the Staffing and Students Committee is responsible for monitoring the effectiveness of this behaviour policy and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher will ensure that the academy environment and culture encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and The Dorcan Academy values and character virtues
- Providing a personalised or differentiated approach to the specific behavioural needs of students
- Recording behaviour incidences

Senior and Middle Leaders will support staff in responding to behaviour incidences.

5.4 Parents

The role of parents is crucial in supporting the academy to develop and maintain excellent behaviour.

Parents are expected to:

- Support their child in adhering to the Ready to Learn policy
- Support the academy and participate in its life and culture
- Reinforce the academy behaviour policy at home, where appropriate
- Where there is a concern about the management of behaviour, to raise this directly

TDAP022I

BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

- with the academy while continuing to work positively with them
- Inform the school of any change in circumstances that may affect their child's behaviour
 - Discuss any behavioural concerns with the school promptly
 - Provide support and encouragement to the student in all aspects of learning, including providing the necessary materials/equipment for the student and supporting the student to complete Home Learning
 - Ensure that the student regularly attends school and arrives on time for the start of the school day
 - Ensure the student is dressed according to the academy dress code
 - Attend parents' evenings
 - Encourage good behaviour and support all aspects of the Ready to Learn disciplinary system and graduated response

6. Academy Expectations

6.1 Conduct in lessons

Students are required to:

- Arrive to every lesson on time, in full school uniform and fully equipped for learning
- Listen silently, track the speaker and respond positively to instructions
- Raise their hand to ask a question or make a relevant comment, without calling out
- Be respectful to everyone in word, tone and action
- Participate fully in lessons and work exceptionally hard without disrupting any other student's learning

Every lesson will begin with The Dorcan Academy **Starter Steps (Threshold)**

1. Enter lesson calmly, promptly and orderly following the teacher's instructions
2. Sit in allocated seat
3. Remove coat and bag
Take out required equipment (eg. Pencil case, link book and knowledge organiser)
4. Complete 'Do Now' activity silently while the register is being taken

6.2 Outside expectations

Students are required to:

- Walk sensibly around the building, and keeping to the left
- Eat only in designated areas (not in the corridors) and put litter in bins
- Respect everyone in word, tone, and action
- Respect the school building and environment

TDAP022I

BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

- Follow instructions by staff/prefects and give name if requested to do so

During social times students are expected to sit/stand with their friends before school, break, lunch and after school in either the Playground Areas or the Dining room, not in the corridors. Students should only enter the building following a break once the bell has gone.

6.3 The Journey Home

Students are expected to demonstrate a high standard of conduct on the journey to and from school as they are ambassadors for past and future generations of children who will attend The Dorcan Academy:

Students are expected to:

1. Arrive at school and leave school in full uniform (students are not permitted to wear hoodies);
2. Use the traffic lights safely on Dorcan Way;
3. Use the cycle lanes/pedestrian zones safely;
4. Take any litter home and dispose of it properly;
5. Respect our neighbours and all local residents.

7 Rewards and Sanctions

The Ready to Learn system has been devised to promote excellent behaviour throughout the academy by ensuring that good and outstanding performance is rewarded and celebrated and any behaviour that detracts from the learning process has a consequence.

7.1 Rewards

Rewards can be given for many reasons, including:

- Demonstrating the Dorcan values and Character virtues
- Exceptional work or progress
- Sustained or consistently high Effort
- Completion of Home Learning
- Excellent Home Learning
- Test / End of Module Result
- Representing teams
- Involvement in performances
- Helping out at school events

TDAP022I

BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

Points are accumulated and exchanged for a variety of rewards. For example:

- Bronze, Silver, Gold and Platinum awards
- Certificates awarded at end of term rewards assemblies
- Letters or postcards home congratulating achievement and effort
- Rewards for the tutor group with the best attendance
- Rewards for the class with the best attitude and effort; this can be a class meal, or a class movie.
- Hot Chocolate with the Head
- Bi-termly House award for the winning House
- End of Year Trip for students who meet the criteria set by the student council.
- For Year 11, a Prom invitation is issued to students who have demonstrated a positive attitude to their studies and have good attendance.
- The points also count for the end of year House cup

Students who achieve positive progress and have an Attitude to Learning score of 2 or above across the board are invited to attend our Motiv8 evening (virtual for Bronze and Silver winners and 'live' for Gold and Platinum winners) to receive a certificate which is endorsed by local businesses.

In addition, we have our own Character award where students can achieve certificates and badges which lead to the achievement of awards for each of our Core Principles of Belonging, Purpose, Aspiration, Perseverance and Achievement.

7.2 Ready to Learn Behaviour process

On a lesson-by-lesson basis, students have one simple choice, to either be in class working hard and progressing with their learning or to be removed from their peers for a period of one working day so that the learning of others is not disrupted.

If a student fails to meet any of the academy classroom expectations, as well as a loss of House points, they will be issued with a warning and their name written on the board with a brief explanation from the teacher as to the rule broken. The second time during a lesson that a student fails to meet these expectations they will be sent to the Behaviour Triage area before being placed in the reflection room for a period of one working day **or** until five sessions have been completed according to academy expectations. Students will have 5 minutes to arrive at Triage following a removal.

The reflection room operates an extended school day with a 4pm finish. Parents will be informed by text message or phone call that their child will be late home from school and the teacher who has issued the sanction will make contact at the end of the day

TDAP022I

BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

either via e-mail or telephone to explain the reason for the removal from lesson. They will also meet with the student at the end of the day (possibly at break or lunchtime if unable to have conversation after school) for a restorative conversation where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. A reflection sheet will be completed by the student in preparation for the restorative conversation. The student will not be allowed back into lessons until they have taken part in this conversation and are deemed Ready to Learn.

Reasonable adjustments will be made for identified students with an ECHP or specific SEND needs, who will serve a reduced amount of time in the reflection room.

Staff will use positive behaviour management strategies, as appropriate, to correct minor offences that can easily be remedied without disrupting the delivery of the lesson or interrupting the learning of the class.

Failure or refusal to go to the reflection room will result in a suspension, (with the day in the reflection room completed upon their re-admittance to the school), unless the parent is able to support us in accompanying their child to the reflection room within one hour of the refusal. At the Head's discretion, a one-day internal suspension may be issued with an extended school day until 4.30pm.

Behaviour at social times will be dealt with via warnings unless the behaviour is more extreme such as defiance/refusing to give name. First warnings from lessons and social times will be tracked across the week and students will be issued with a 60-minute detention for multiples of 3. Heads of House will visit the detention to conduct a restorative conversation during this time.

7.3 Central Detentions

The 2006 Act makes it lawful for Academies to detain pupils aged under 18 without parental consent but with 24 hours' notice, at a variety of times, outside the Academy hours as well as other times in the School day.

The times outside normal hours when a detention without parental consent may be given are evenings, weekends, and certain non-teaching days (training days). Moreover, along with all other disciplinary penalties apart from exclusion, this sanction is now available to all School staff in lawful control or charge of pupils and not just to teachers. The exception would be if a Headteacher chose to limit the power of detention to certain groups of staff.

Central Detentions are issued for the following reasons only:

- Lateness to school (immediate – same day)
- Late to lessons
- Accumulation of First Warnings (multiples of 3)

TDAP022I

BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

- Accumulation of First Warnings social times (multiples of 3)
- Lack of equipment

Central Detentions are for 60 minutes or, if a student has two bookings for the same day, 90 minutes. Central Detentions must be served after school 3.00-4.00pm or 3.00-4.30pm. Alternative arrangements or rescheduling of detentions will only be agreed in extreme circumstances, by the Headteacher or Deputy Head (Pastoral) in advance of the detention.

Central Detentions issued for lateness to school are served on the same day and are notified to parents in advance via School Comms (text message/email); all other Central Detentions are served the following school day and are notified to parents via a written message in the Link Book and a backup School Comms message.

A Central Detention booking takes priority over all other school commitments such as intervention or attending a club. Failing to attend a Central Detention without prior agreement to reschedule will result in a day in the reflection room.

7.4 Mobile Communication Devices (Phones/Tablets) policy

Mobile phones and all electronic devices must be switched off and put away **before** entering the building at the start of the day (ie. phones, i-pods, earphones, MP3 players etc). They may only be used if the teacher gives permission to use them for educational reasons or in an emergency. Smart watches are not allowed.

If a phone/tablet is seen or heard in lessons or during the day it will be confiscated and parents/carers will be required to collect it from the academy's reception. There are no exceptions to this rule. (It is the student's personal responsibility to inform parents on their return home; the academy will not be calling home to explain). The same applies to headphones. Headphones are not to be worn around the neck. They should be placed in bags during lesson time. Where parents are unable to collect confiscated items students may collect at the end of the day on the Friday before the end of each half term. If a student refuses to hand their 'phone over they will be placed in the reflection room for a period of one working day (Five sessions completed according to academy expectations) or until the parent can come into the academy and remove the mobile from their child. Refusal to go to the reflection room will result in a suspension (unless the parent can accompany their child back into school and support them to accept the sanction within one hour of the refusal), with the day in reflection completed upon their re-admittance to the academy.

7.5 Uniform and Equipment

At The Dorcan Academy the wearing of uniform is integral to our ethos and we expect

TDAP022I

BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

our students to wear it with pride. Uniform enables all children to feel equal regarding race, creed or economic ability and creates a sense of belonging. Uniform requirements can be found on the [school website](#).

To maintain high standards students will be required to remain in the reflection room if they fail to wear the correct uniform; this includes where students' hairstyles or colours do not meet our expectations. If appropriate, students will be given permission to return home to collect a forgotten item. Where this is not possible or, where students have a note explaining the reason for their uniform or equipment infringement, the academy will endeavour to lend the missing item for the day to ensure that learning is not affected in any way. Where this is not possible, or if students refuse to borrow the item or where students persistently refuse to wear the appropriate uniform, or bring equipment (i.e. 3 or more times) they will remain in the reflection room until the situation is rectified.

At times a distinction may be made between students in reflection and those in supervision. Supervision means that students may not attend lessons due to their uniform infringement but that this is not a result of an act of defiance; in this case, there will be no requirement to stay after school until 4pm. Where students are deliberately refusing to wear the uniform, the reflection room hours and rules will apply. Tutors will check uniform every morning.

N.B. Uniform infringements will not be authorised without medical evidence (a note from a parent although helpful will not suffice); and in any case alternatives should be discussed and agreed with the school to ensure that as far as possible, the school's high standards are met.

Students are expected to take personal responsibility to ensure they have the correct **equipment**. Tutors will check equipment every morning. Students will be able to purchase single items of uniform from student reception before school and at break and lunchtimes. Failure to bring the required equipment will result in loss of House points. The academy will have some equipment available to lend out for the day to avoid loss of learning. Refusal to borrow or persistent failure to bring correct equipment to result in a 60-minute central detention daily until the situation is rectified.

7.6 Graduated response

The academy operates a graduated response for behaviour which allows for increased levels of intervention and support to address negative behaviours and secure good conduct. Where students improve their behaviour over a period of time, they are able to move down and eventually off the graduated response. Where behaviour does not improve or deteriorates further, students will move up the graduated response and may eventually be permanently excluded from the academy.

TDAP022I

BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

In some cases, students may make significant improvements and move down the graduated response only for behaviour to escalate again at a later stage. If this is the case, the school will decide at which stage the student will be monitored depending on what has previously been accessed and the impact. The graduated response is monitored regularly by Heads of House.

Students are placed on Stage 1 of the graduated response if they hit one of the below triggers at any point in the year.

- Behaviour points 10 or above
- 3 or more First Warnings in a week
- 3 central detentions over a big term
- A removal to the reflection room

Fixed term suspension: For persistent disruptive behaviour, or other serious misbehaviours, as outlined in the Definitions above, a Fixed Term Suspension may be issued. These will typically be between 1- and 5-days dependent on the seriousness of the incident and previous behaviour record (Stage on the Graduated response). Students will automatically be placed on Stage 2 if there is a suspension. Consideration of any extenuating circumstances are made.

Formal Behaviour Contract: Students who display repeated serious or disruptive misbehaviour may be placed on a Formal Behaviour contract with actions for the student, the parent and the school. This typically occurs on Stage 3 of our Graduated response. This is a six-week plan of support and close monitoring of the student, with clear targets for improvement. Parents or carers are informed of the process.

Pastoral Support Plan: If a student fails to meet their targets or show an improvement whilst on the Formal Behaviour contract, they will move to a Pastoral Support Plan, an up to sixteen-week plan to support the student to improve their behaviour. Outside agencies may also be contacted to ask for further support. Students may be asked to attend a Trustees' disciplinary meeting.

Permanent exclusion: At the discretion of the Headteacher, a student may be permanently excluded in response to repeated or one-off serious breaches of the Academy Behaviour Policy – 'Lines in the Sand' as outlined in the Definitions above. A student may be permanently excluded if allowing the student to remain in school would seriously harm the education or welfare of the student or others within the school. A permanent exclusion is also the final step on the graduated response, when a student has failed to respond to support or interventions and has failed their Pastoral Support Plan.

At any stage during this graduated response, the school may recommend a **Managed**

TDAP0221 BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

Move or direct that a student is educated at an **alternative provision** for a period of time. At all points, the school will work with families to provide the most appropriate form of support; however, where required, the academy has the power to enforce certain behaviour interventions.

All sanctions and support put in place are informed by the contextual information, contributing factors and ‘protected characteristics’ of a student. This is implemented on a ‘bespoke’ package driven by the needs of the individual student.

All exclusions are at the discretion of the Headteacher.

7.7 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or school-related activity, or making their way to and from school, or have been identified as a student at the school.

Any misbehaviour outside of the school which results in reputational damage to the school can be investigated and sanctioned at the discretion of the Headteacher.

7.8 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding Policy/Statement of Procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8 Behaviour Management

The Dorcan Academy operates a Behaviour for Learning (Ready to Learn) policy that all staff follow. This policy compliments the ‘Teach Like a Champion’ strategies that provide structure to teaching staff with regards to lesson planning and delivery.

8.1 Classroom Management

Teaching and Support staff are responsible for setting the tone and context (‘creating

TDAP022I

BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

the weather’) for positive behaviour within the classroom. They will:

- Greet students at the start of lessons
- Establish clear routines and procedures, engineering efficiency of time and resources
- Ensure there is a ‘Do Now’ activity at the start of every lesson
- Highlight and promote good behaviour
- Apply the Behaviour policy consistently in dealing with any low-level disruption

8.2 Physical restraint

In some extreme circumstances, staff may use reasonable force to restrain a student to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

The Academy’s procedures follow the guidelines within the document – Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies, July 2013

8.3 Confiscation

Any prohibited items (listed in Section 3) found in students’ possession will be confiscated. These items will not be returned to students.

We will also confiscate any item, which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE’s latest guidance on [Searching, Screening and Confiscation](#).

8.4 Student Support

The academy recognises its legal duty under the Equality Act 2010 to prevent students

TDAP022I

BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn - and Trustee statement that informs the policy

with a protected characteristic from being at a disadvantage. Consequently, reasonable adjustments may be made to cater to the needs of the student, as far as is possible within a mainstream setting. The school's special educational needs co-ordinator and pastoral team will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Staff should refer to the provision map and pupil profiles and ensure teaching approaches and use of the Ready to Learn system are tailored to the needs of the student. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, mental health support workers and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. This behaviour policy is explicit in its duty not to discriminate. The guidance outlined in this policy will be adjusted when students with protected characteristics are involved. In these cases, the statutory guidance including the equalities act will be considered.

9. Student Transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year; this includes transition from KS2 to 3. Information on behaviour issues may also be shared with new settings for those students transferring to other schools. This may include a Managed Move through the Fair Access Panel process.

10. Training

Our staff are provided with training on appropriate behaviour management. Staff are aware of the support structure in place, including Heads of House, Deputy Heads of House, Pastoral Support Officers, Curriculum Leaders and the Senior Leadership team.

Behaviour management will also form part of Continuing Professional Development.

11 Monitoring arrangements

This behaviour policy will be monitored by the Headteacher and Trustee Board bi-annually. At each review the policy will be approved by the Headteacher.

Appendix – Uniform and Equipment requirements

TDAP022I
BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn -
and Trustee statement that informs the policy

Uniform

- TDA Blazer
- TDA Black V-neck jumper (students may choose when to wear it). No other jumpers, cardigans or tops acceptable.
- White shirt/blouse. Top buttons must be done up at all times.
- Plain Black school trousers – Formal, tailored full length trousers only. No denim like material, jeans or jean style, cargo pants, chinos, leggings or jeggings of any description permitted. No skinny/figure hugging trousers. Shorts and cropped trousers are not allowed.
- OR:
- TDA Tartan Skirt – The skirt should touch the top of the knee when standing up.
- TDA House tie
- Black Shoes only – Shoes should be completely black, (including soles and laces), leather-like, (not canvas), sturdy and be able to protect from the weather. There should be no logos visible. Sports and/or training shoes in whatever form or boots are not allowed. Sensible, low heels only. The school website has pictures of shoes which are and are not acceptable.
- Coats and Jackets – Coats should protect students against the elements. No coat or jacket should be worn as an alternative to the blazer. Hoodies, tracksuit tops and denim are not acceptable and if worn will be confiscated.
- Socks – Dark grey, black or white socks.
- OR:
- Black or natural coloured tights.

Jewellery

- A watch is useful. Smart watches are not allowed.
- Small plain stud earrings are allowed, one per ear lobe. For health and safety reasons, no hooped or stretchers/expanders are allowed.
- No other jewellery is permitted, including rings (for safety reasons)
- No facial/tongue piercings are allowed, even clear/plastic bars, retainers or studs.

Miscellaneous

- Hats and scarves may be worn during winter months, but must be removed inside buildings.
- Hair styles should avoid the extremes of fashion, in style and colour, including asymmetrical cuts, shaved or part shaved heads, skin fades, steps and tramlines. No unnatural/obvious hair colourants. (Natural is defined as hair colours people are born with). Please ask in advance if unsure.
- Make up should be natural and subtle/enhancing. False eye lashes, false nails, coloured nail varnish, nail art or tattoos are not allowed.

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BEHAVIOUR and EXCLUSIONS POLICY – Ready to Learn -
and Trustee statement that informs the policy

Equipment

Students are required to bring to school every day the following items:

- A school bag of at least A4 size suitable for carrying exercise books and folders
- A **pencil case** containing:
 - At least 2 black pens
 - A green pen
 - At least 2 pencils
 - Ruler
 - Rubber
 - Pencil sharpener
 - Calculator
 - Protractor
- The link book (provided by the academy)
- The Knowledge Organiser (provided by the academy)
- Spelling book (provided by the academy)
- A reading book
- A calculator – the Casio fx-83GT PLUS

Desirable:

- Coloured crayons, not felt tips
- English Language Pocket Dictionary

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Appendix 3

The Governing Board's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies.

- Complaints
- Safeguarding Children and Young people
- Behaviour
- Anti-Bullying
- Lettings and Use of Premises
- Special Educational Needs
- School trips
- Curriculum
- Children in Care
- Health and Safety
- Sex and Relationships Education
- Security
- Equality Diversity and Community Cohesion
- Students with Additional Needs
- Internet Access and Use
- Use of ICT and Website
- Young Carers
- Privacy, Confidentiality, Information Sharing and Data
- Whistle blowing

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider safeguarding matters.