



DROYLSDEN
Academy

Droylsden Academy Behaviour Policy

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Droylsden Academy's Behaviour Policy has been written alongside guidance from the Department for Education, '*Behaviour and discipline in Schools: Advice for Headteachers and School staff– February 2014*' relating to best practice on managing behaviour in Schools and Academies. This behaviour policy was revised in consultation with all stakeholders in JUNE 2015 and is due for review in JUNE 2016. It relates to legislation as follows:

- Education and Inspections Act 2006
- Academy Standards and Framework Act 1998
- Education Act 2002
- Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and/or disabilities (SEND).

1. Our Values

1.1 Droylsden Academy is committed to excellent standards of behaviour by students and staff so effective teaching and learning can take place, that our learning community is safe, courteous and enjoyable for all. We believe that positive behaviour and attendance are essential foundations for an effective learning and teaching environment in which all members of the Academy community can thrive and feel respected, safe and secure.

We expect high standards of behaviour and conduct, support and encouragement from all members of our Academy community as we base our teaching and our Academy ethos on these values:

- Politeness
- Hard work
- Honesty

Therefore we want to ensure that our learners are polite, hardworking and honest.

1.2 This policy should be read in conjunction with the Department for Education, '*Behaviour and discipline in Schools: Advice for Headteachers and School staff– February 2014*' relating to best practice on managing behaviour in Schools and Droylsden Academy's policies, in particular

The Anti-Bullying Policy

The SEND Policy

The Safeguarding Policy

2. Teaching and learning: the development of social, emotional and behavioural skills

2.1 For Droylsden Academy to be proactive in improving behaviour we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practised.

There are regular opportunities for learning about how to act in keeping with the Academy's values and beliefs (this is in addition to expectations of learning behaviour, which will permeate the curriculum.). For example, the development of students' social, emotional and behaviour skills will be achieved through: a structured programme across all years in SMSC (Spiritual, Moral, Social and Cultural development) time; during form time and assemblies and via cross-curricular SMSC links.

2.2 Students with more challenging behaviour have the opportunity to benefit from a period of targeted support within our facilities such as On Board Centre, Learning Support Unit, and the SEND curriculum, where bespoke interventions are carried out.

2.3 The Academy's Teaching and Learning policy will support staff in teaching approaches which promote positive behaviour and attendance (*see Teaching and Learning Policy.*)

3. Rights and responsibilities of the Academy, students and parents in ensuring an orderly climate for learning

3.1 At Droylsden Academy we recognise that promoting positive behaviour is the responsibility of the whole Academy community. For our policy to be implemented comprehensively, we acknowledge that there are specific roles and responsibilities for stakeholders:

3.2 Academy: Rights and Responsibilities

- *To make clear the Academy's statutory power to discipline students and that students and parents will need to respect this.*
- *To enforce the Academy behaviour policy – including rules and disciplinary measures.*
- *To expect students and parents' cooperation in maintaining an orderly climate for learning.*
- *To expect students to respect the rights of other students and adults in the Academy.*
- *To have a zero tolerance policy to violence, threatening behaviour or abuse by students or parents.*
- *To take firm action against students who harass teachers or other Academy staff, on or off premises –engaging external support services, including the police, as appropriate.*
- *To ensure the whole Academy community is consulted about the principles of the Academy behaviour policy.*
- *To establish and communicate clearly measures to ensure good order, respect and discipline.*
- *To cooperate and agree appropriate protocols with other schools and academies in the local area for behaviour and persistent absence.*
- *To ensure the Academy behaviour policy does not discriminate against any student on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.*
- *To ensure that all members of staff, including support staff, take responsibility for implementing the behaviour policy.*
- *To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.*
- *To support, praise, and as appropriate, reward students' good behaviour.*
- *To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.*
- *To make alternative provision from day 6 for fixed period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion.*
- *To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.*
- *To ensure staff model good behaviour and treat all students and colleagues with respect.*
- *To promote positive behaviour through active development of students' social, emotional and behavioural skills.*
- *To keep parents informed of their child's behaviour – good as well as bad through Achievement and Behaviour points on school reports, using the agreed methods of communication with parents, including the student planner, e-mail, phone calls, letters and the Academy's text messaging and, where necessary, supporting them in meeting their parental responsibilities.*
- *To work with other agencies to promote community cohesion and safety.*
- *To behave always in a way that allows the teacher to teach and other students to learn.*

3.3 Students: Rights and Responsibilities

- *To contribute to the development of the Academy's behaviour policy, with students involved in the consultation process.*
- *To be taught in environments which are safe, conducive to learning and free from disruption.*
- *To expect appropriate action from the Academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.*
- *To appeal to the Headteacher if they believe the Academy has exercised its disciplinary authority unreasonably.*
- *To follow instructions by Academy staff, obey Academy rules and accept sanctions in an appropriate way.*
- *To refrain from bringing inappropriate or unlawful items to Academy, such as cigarettes or other tobacco products, alcohol, weapons, knives, illegal drugs or those drugs known as legal highs, stolen items, fireworks or pornography.*
- *To act as positive ambassadors for the Academy when off Academy premises.*
- *To show respect to Academy staff, fellow students, Academy property and the Academy environment.*
- *To refrain from any actions which would cause offence to, harm or bully other students or staff.*
- *To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes, Student Reports or Parenting Contracts.*

3.4 Parents: Rights and Responsibilities

- *To be kept informed about their child's progress, including issues relating to their behaviour.*
- *To expect their children to be safe, secure and respected in Academy.*
- *To have any complaint they make about their child being bullied taken seriously by the Academy and investigated/ resolved as necessary.*
- *To appeal to the Headteacher/Governors, if they believe the Academy has exercised its disciplinary authority unreasonably.*
- *To respect the Academy's behaviour policy and the disciplinary authority of Academy staff.*
- *To check their child's planner weekly in order to monitor homework and to read any messages from Academy staff.*
- *To help ensure that their child follows instructions by staff and adheres to Academy rules.*
- *To send their child to Academy each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.*
- *To ensure Academy staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm.*
- *To be prepared to work with the Academy to support their child's positive behaviour.*
- *To attend meetings with the Academy staff, if requested, to discuss their child's behaviour.*
- *To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.*
- *If their child is excluded from the Academy, to ensure the child is not found in a public place during Academy hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the Academy at the end of a fixed period exclusion.*
- *To refrain from using any abusive language or verbal or physical aggression to academy staff.*

4. **PH²: The Academy's Values**

Our behaviour policy focuses on 3 key values and expectations, which we call "PH²" We ask students to demonstrate each day:

Politeness – the practical application of good manners which are essential in life and show a high level of respect and empathy to others

Hard work – success and fulfilment in ones achievements.

Honesty – a fundamental principle that develops each student's integrity and trust.

5. **Department for Education Guidance (Updated February 2014)**

5.1 At Droylsden Academy, we expect every adult to have familiarised themselves with the DFE guidance regarding power to discipline, behaviour off Academy premises, confiscation and detention. The key points are outlined below:

- *Teachers have power to discipline students for misbehaviour which occurs in the Academy. This power also applies to all pastoral staff, Heads of Year and Year Managers and staff with responsibility for students such as teaching assistants. Within the premises it applies to all adult employees.*
- *Teachers have a statutory power to discipline students whose behaviour is unacceptable, who break Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006)*
- *All teachers and other paid staff in charge of students have the power to discipline.*
- *Teachers can discipline students at any time the student is in Academy or elsewhere under the charge of a teacher, including on Academy visits.*
- *Teachers have a power to impose detentions outside Academy hours*
- *Teachers can confiscate students' property*
- *Teachers can also discipline students in certain circumstances when a student misbehaves outside of Academy.*

5.2 In applying the policy and particularly the sanctions of confiscation and detention there is an expectation that staff adopt an approach that is both reasonable and appropriate to the circumstances.

5.3 Outside Academy premises

- *Academies have a statutory power to regulate the behaviour of students when off Academy premises and not supervised by Academy staff.*
- *Regulation must be reasonable. Academies should be clear about the factors they take into account in deciding whether a rule or sanction is reasonable.*

5.4 Confiscation

- *Teachers can include confiscation of students' property as a disciplinary sanction in their behaviour policy.*
- *To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.*
- *Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.*

- *The Education and Inspections Act 2006 includes a specific statutory defence for Academy staff who have reasonably confiscated students' property.*

5.5 Detention

- *Academy staff have a statutory power to put students aged under 18 in detention after Academy sessions and on some weekend and non-teaching days.*

Detentions are lawful if:

- *Students and parents have been informed that the Academy uses detentions as a sanction; and*
- *The Academy gives parents notice of detentions outside Academy sessions.*
- *Parental consent to detentions is not required however, wherever possible we will try to notify parents.*

6. New media (such as mobile phones, iWatch, internet sites and chat rooms)

Technology cannot be exploited by students in order to bully or embarrass fellow students or members of staff. The use of defamatory or intimidating messages/images inside or outside of Academy will not be tolerated and confiscation, disciplinary sanctions/restorative justice procedures will be applied to perpetrators as appropriate. Similarly, the setting up of defamatory groups on Social Networking sites or on mobile phone devices, or contribution to such a group, will be treated as a serious incident and sanctions applied accordingly. (*See also Anti-bullying policy and ICT Acceptable Use Policy*).

7. Abuse or intimidation of staff outside Academy

7.1 Droylsden Academy will not tolerate abuse or intimidation of staff by students when not on the Academy site, and when not under the lawful control or charge of a member of staff of the Academy.

7.2 Staff are made aware that:

- *they have the same rights of protection from threat as any citizen in a public place;*
- *they should use their professional judgment about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour:*
- *their first concern must be for their own personal safety;*
- *they should make clear that the student has been recognised, even if in a group of young people;*
- *they should then use their judgment about how to leave a difficult situation without provoking further confrontation.*

7.3 Staff who feel that they have been subject to abuse or intimidation by students outside of Academy should refer the issue in the first instance to the Headteacher or Assistant Headteacher: Attendance, Behaviour and Discipline. The Academy will apply disciplinary sanctions (and restorative justice procedures) as appropriate at a suitable time when the student is in Academy or makes representations to the police.

8. Rewards and Sanctions

8.1 Our PH² values are supported by a system of rewards and sanctions that are based on the concept of *choice and consequence*, with the ownership of the behaviour placed firmly with the student:

Should students choose to follow Academy expectations and behave appropriately, then they will be praised and/or rewarded.

Should students choose not to follow Academy expectations and behave inappropriately, then a system of sanctions will be reasonably applied.

Underpinning the application of praise, reward and sanction is an expectation that all adults in the Academy will intervene with students in a manner that:

- *encourages and promotes positive behaviour*
- *looks to defuse, deal with and positively manage confrontation should it arise.*

8.2 Rewards

At Droylsden Academy we believe that the values and beliefs that underpin the positive climate for learning are best promoted when students feel secure and are appropriately rewarded for all aspects of their Academy life - including behaving as expected. Rewards are much more effective than punishment in motivating students and will be recorded on SIMS in the Achievement section for:

Politeness:

- Good manners and courtesy.

Hard work:

- Presentation
- Resilience
- Independence
- Deadlines
- Excellence

Honesty:

- Telling the truth
- Looking to oneself to see what needs to improve

Taking PRIDE can be recorded as receiving 1 achievement point.

To secure the positive climate for learning, the Academy seeks to create an atmosphere, where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

At Droylsden Academy, a wide range of whole Academy rewards is available:

Praise: the Academy expects adults to use praise and encouragement statements, particularly where relationships are being developed or re-established, or in re-enforcing desired behaviours. Praise needs to be accessible to all members of our Academy community and to be applied consistently. The Academy encourages all adults to recognise the efforts students make in lesson, in their positive behaviour and attendance, in the help and respect they offer adults and other students in Academy and in the community and in the way they treat the environment and these form the basis for rewarding students through Departments' rewards system.

In addition all adults are encouraged to reward positive behaviour through:

- *Oral praise statements*
- *Written praise in the marking of work*
- *Displaying of work to build self-esteem*
- *Deployment of responsibilities e.g. Prefect*
- *Recording success in student planners*
- *Referral to Learning Tutor, Heads of Subject/Faculty, Pastoral Leaders, SLT, Headteacher, Governors*
- *Contact with parents/carers through a good news postcard/ phone call/letter or e mail.*
- *Celebration Assemblies*
- *Student of the week*
- *Achievement points*
- *Certificates, privileges, Headteacher's afternoon tea*

8.3 Sanctions

Sanctions are necessary for students who choose not to follow the Academy's rules and behave inappropriately. At Droylsden Academy we accept that it is our responsibility to support those students so that they can make better behavioural choices in the future. As such, the available sanctions are to be used to promote and develop positive behaviour, and all adults and students are expected to use the opportunities provided within the sanction's system to look to resolve the issues that have led to the inappropriate behaviour. As much as there is an onus on students to take ownership of their behaviour, the Academy also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with students. Sanctions are more likely to promote positive behaviour and regular attendance if students see them being applied fairly and consistently.

8.4 The maintenance of the positive climate for learning in and around the Academy is the responsibility of all members of the Academy community. The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom and Supply Teachers will be given clear guidance on the reward and sanction expectations of the Academy upon arrival. The sanction should be as immediate as is practicable.

Adults are thus expected to:

- *deal with the issue as it occurs.*
- *make clear they are dealing with the behaviour, rather than stigmatising the person;*
- *avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;*
- *avoid whole group sanctions that punish the innocent as well as the guilty;*
- *wherever possible, use sanctions that are a logical consequence of the student's inappropriate behaviour (for example, if work is not finished in class the teacher might make the student stay behind at break time to finish it off);*
- *use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);*
- *when appropriate, use sanctions to put right harm caused;*
- *never issue a sanction that is humiliating or degrading;*
- *use sanctions in a calm, and controlled manner;*
- *ensure that sanctions are seen as inevitable and consistent (students should know that a sanction, when mentioned, will be used);*

- *attempt to link the concept of sanctions to the concept of choice, so that students see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour;*
- *take account of unique circumstances which, very occasionally, may need a modified approach..*
- *encourage students to reflect on the effects of misbehaviour or absence on others in the Academy community, as part of everyday teaching and through the “Restorative Justice” opportunities provided.*

8.5 Applying sanctions – See appendix for further detail and procedure.

We must always focus on the desired behaviour, rather than get caught up in ‘poor behaviour’. The goal of any behaviour intervention in class is to bring about a modification of behaviour so that teaching and learning can continue. If a more serious sanction is applied too early we are left with nowhere to go unless of course, the seriousness of the poor behaviour requires it. Sanctions should be progressive but this is not a flow chart to be worked through. We can expect some strategies to be repeated, unless, of course the seriousness of the poor behaviour requires it to be dealt with more significantly and immediately.

The sanctions are based on the principle of **The Droylsden Way**. This means that there is an expectation that all students will adhere fully to our values of **politeness, hard work and honesty**. Students will follow all teacher instruction and directions first time. If a student does not comply, or follow instructions, sanctions will be put in place.

Examples of lack of compliance may include the following:

Talking whilst another student or teacher is talking; shouting/ calling out; not settling to work- general lack of concentration; chewing; messing with equipment or taking equipment of others without their permission; constantly turning round; failure to bring correct equipment to the lesson; late arrival at the lesson and being off task.

Adults within the classroom/ learning space will use preventative measures such as breaking down the instructions further; making individual tasks specific; having strategic seating plans.

If a student does not comply, staff will use a hierarchy of positive interventions, starting with a REMINDER.

a) Teacher/Support Staff: REMINDER.

Giving positive instructions.

Praising behaviour which does comply and focus on it.

Explaining clearly how to get back on track

Giving a reminder of the rule.

Using non-verbal signals such as a gesture; placing a hand on the desk; making eye contact with the student; pointing to the student’s work; pointing to legs of chair (for someone rocking on chair); pointing to task on board; standing within proximity of the student.

Asking the student individually what he/she is doing using their name

Providing equipment as needed, to be discussed at later opportunity

Giving a choice of moving seats to avoid escalating the non-compliant behaviour

Partial agreement e.g. “Yes, you may have been talking about your work but I would like you to...”

Giving a clear, calm warning see Appendix 4 part 2 for Warning.

Explaining clearly what the problem is and asking the student to make a good choice about his/her next action and warn that the next step will be Level 1.

The teacher should end any talk with a student regarding their behaviour with "Thank you" as a clear indication that you expect them to comply.

b) Teacher/Support Staff FORMAL WARNING: **"You are now being warned. Stop now to avoid Level 1"** (ANY ANSWERING BACK THEN STRAIGHT TO LEVEL 1 and beyond).

c) LEVEL 1 - 30 minute detention (two or more L1 in a day = 1 hour):

When a student persists with a type of low-level behaviour which disrupts the learning of others.

"You are now on LEVEL 1. It is time to be polite and work hard".

If pupil persists with poor behaviour issue **Level 2**.

d) LEVEL 2 – one hour. More than 1 L2 in a day = **2 hours; first offence with PL; 2nd PL brings to SLT:**

"You are now on LEVEL 2. If your poor conduct continues you will also be dealt with by senior staff".

Continued persistent disruptive behaviour can be described as below.

Unique, Very Serious or One-Off Behaviour Events

When a student displays behaviour which is extreme or dangerous.

Examples might include:

Kicking or throwing chairs or other classroom furniture; using aggressive threats to either the teacher or other students; refusing to sit down or calm down; swearing or using offensive language directly to the teacher; physical or sexual assault on a member of staff or student; racist/homophobic conduct; refusal to be exited to another member of staff.

Staff should not leave the classroom but should contact ON CALL via email or by sending a reliable student with a message to Student Services if email is not available. Student Services will contact the member of staff who is on-call. The member of staff who reported the original incident must enter the behaviour on SIMS, using the appropriate codes.

The member of staff on call will remove the student from the classroom and log this by recording it as an SLT call out. He/ she will take further action using one of the following sanctions:

Seclusion Unit / Isolation

A Disciplinary Placement for a short period at another Academy

Referral to Support systems inside/outside Academy as appropriate

Referral to Governor's Disciplinary Committee

PSP

Exclusion: fixed term (automatic for swearing at staff or unprovoked violence) or permanent

The member of staff involved in the original incident may be involved in follow up action.

Behavioural events to be recorded using the specific behaviour type.

There are additional codes within SIMS for serious behaviours such as bullying, use of drugs, offensive weapons etc.

All events will be recorded as receiving 1 negative point.

9. Taking account of individual students' needs (SEND, vulnerability, race, religion, culture and all protected groups under the Equality Act 2010)

9.1 At Droylsden Academy we are keen to ensure that we do not discriminate – through application of the behaviour policy - against students whose apparent inappropriate behaviour may be a function of their SEND, disability, racial and/or cultural background or protected group status. There will be circumstances in which some students may be treated differently from others and are

expected to take account of those individual student needs when applying sanctions. (*See also Policy on Special Educational Needs.*) If the behaviour of a student gives cause to suspect that he/she is suffering, or likely to suffer, significant harm, this should be reported to the designated staff for child protection, using the approved referral forms. (*See Safeguarding Policy.*)

10. Racial Harassment and Bullying

10.1 At Droylsden Academy racial harassment and bullying will not be tolerated. Any racial or bullying incident must be recorded on SIMS by the member of staff the bullying is reported to and should be reported immediately to the Pastoral Leader KS3/KS4 (Year Manager/HOY). He/she will then investigate the incident and report it to the LA using the agreed reporting procedure for Tameside. (*See Anti-Bullying Policy*)

11. Confiscation

11.1 As with other sanctions, the sanction of confiscation will be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning - one which safeguards the rights of other students to be educated with regard to health and safety, threats to good order, uniform, violation, the ethos of the Academy. The following are examples of when items will be confiscated:

- *an item poses a threat to others: for example a laser pen is being used to distract and possibly harm other students or staff;*
- *an item poses a threat to good order for learning: for example a student uses a personal music player or mobile phone in class;*
- *an item is against Academy uniform rules: for example a student refuses to take off a baseball cap on entering a classroom;*
- *an item poses a health or safety threat: for example a student wearing ear rings or body piercings may present a safety threat to other students in practical lessons; selling drinks and confectionery*
- *an item which is counter to the ethos of the Academy: for example material which might cause tension between one community and another;*
- *an item which is illegal for a child to have: for example racist or pornographic material.*

11.2 At Droylsden Academy, all adults have the authority to seize, retain or dispose of the following items if reasonably applied:

- Chewing gum
- Objects used as missiles
- Fizzy/Non Fizzy sports drinks
- Confectionery brought in to sell

11.3 All adults have the right to seize and retain but *not* dispose of the following items:

- Mobile Phones – *Returned after one week unless parent collects*
- Music devices such as an MP3/4 Player
- Jewellery
- Laser Pens
- Balls e.g. footballs, bouncy balls.
- Incorrect uniform items (*see Uniform Policy*).
- iWatches

Such items will be returned at the end of the Academy day unless the confiscation of the item caused a serious breach of the behaviour policy and therefore a meeting with parents is deemed necessary. Where a student refuses to comply with a reasonable request from a member of staff they will be deemed to be in breach of the behaviour policy and reasonable sanctions will be applied.

Exceptions to the above include material that is inappropriate or illegal for a child to have such as cigarette lighter, racist or pornographic material. This material should be referred to the Pastoral Team, who will decide on the most appropriate action to take, followed by a letter to parents/carers confirming the reasons for such action. The material may need to be stored safely until a responsible family adult can come to retrieve them if appropriate. The Academy reserves the right to pass any banned material or items to the Police.

12. Powers to search (DFE guidance 2014: Searching, screening and confiscation)

12.1 The law allows authorised Academy staff to search suspected students and confiscate items without consent for “prohibited items” *including knives and weapons, alcohol, illegal drugs, stolen items pornographic images, fireworks, cigarettes (including e-cigarettes) or other tobacco and cigarette paper any article that has been or likely to be used to commit an offence, cause personal injury or damage to property.*

At Droylsden Academy the following adults are authorised to search for prohibited items without consent, using agreed methods:

Any member of the Senior Leadership Team

Any member of Student Services including Pastoral Leaders

2 adults should be present when a search takes place (preferably a male and female). Parents will be contacted when a search has taken place. A record of the search should be recorded on the Search Log in Student Services.

No other adult should attempt to carry out a search of a student’s property or clothing for any reason. Suspected students should be referred to the adults named above who then will decide on the most appropriate action to take.

12.2 Weapons and knives and extreme or child pornography will always be handed over to the Police.

12.3 Adults will take particular care when deciding whether to confiscate items of clothing or jewellery. In particular, they will have appropriate regard to whether the item in question has religious or cultural significance to the student and will avoid physical contact or interference with students’ clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks, if an item of clothing or jewellery is confiscated, this will be done by a staff member of the same gender as the student and with another staff member present where possible. Confiscation that would leave the student only partly dressed would lead to contact with parents or carers to rectify immediately.

12.4 When retaining a confiscated item, adults are expected to:

- *write a note in the student’s planner (or inform parents via telephone call) to inform the student’s parent that an item has been confiscated, and ensure the note is countersigned on return and if time permits contact the student’s parents by phone to inform them of the confiscation.*
- *for items of obvious value or illegal nature, place the item in an appropriate secure storage place - in a safe in Student Services and attempt to contact parents.*

- *take care to ensure that they are clear which item belongs to which student by clearly labelling the envelope or package with the student's name and form.*

12.5 Selling confectionery, tobacco products or other items to students on the Academy site for profit contravenes the Academy rules. It frequently leads to bullying issues and in some cases has led to theft. If a member of staff has reasonable cause to suspect that a student is selling such items, he/she should report this to the senior member of the duty staff and should ask him/her to escort the student to Student Services. The items will be confiscated and disposed of consequently not returned. If the student refuses to comply with this request, it will then be treated as a serious breach of Academy rules and internal/external exclusion will be considered. This type of incident could also lead the school to contacting the police.

13. Detentions

13.1 Parental consent is not required for any detentions.

13.2 At Droylsden Academy, any detentions held on a weekend and on training days have to be authorised by a member of the senior leadership team, while lunchtime and after Academy detentions can be set by any adult.

13.3 At Droylsden Academy we believe that the sanction of detention must be:

- *reasonable in the light of the seriousness of the misbehaviour*
- *reasonable to achieve a specific outcome*

As such, detention time is to be used purposefully to either:

- *allow students to catch up on learning opportunities that were previously self-denied through inappropriate behaviour, or;*
- *to resolve more serious behaviour-related issues by using restorative justice approaches.*

Detentions will not be used to denigrate or humiliate students.

13.4 Notifying for after school Detention, will take place by using any of the following methods, if possible:

- *a detention slip signed by the member of staff and given to the student*
- *a signed dated note by a teacher or staff member in a planner*
- *an e-mail*
- *text notification*

13.5 Lunchtime detentions will not be of such duration that a student or supervising adult misses the opportunity to eat, drink and use toilets, or for the student to go home for lunch if expected to do so. The maximum length is to be 25 minutes. Where it is appropriate, students will have their lunch brought to the detention room resulting in 25 minutes being spent to serve detention.

Most after-school detentions will not exceed 1 hour (exception of SLT/Headteacher's detentions see 8.5 LEVEL 2).

13.6 Staff will *attempt* to inform parents of a detention and a record of communication will be stored on SIMS. In order to protect staff from allegations of misconduct, staff should ensure that there are at least two adults supervising students in detention, or that a member of staff is continually visible by another member of staff. The adult issuing the detention must make reasonable arrangements with parents/carers while insisting on the terms of the detention being met if:

- *a student is a primary carer, a looked after child or vulnerable in other ways;*
- *there is a requirement to take medication at specific times;*
- *there need for time and space for religious observance.*

13.7 If a student walks out of a detention staff will:

- *point out the need to return to the detention, but the second position being to make clear that the students will be held to account for the action they have taken.*
- *make it clear to other students present that the student has made choices and will be held to account for those choices.*
- *not try to enforce the requirement to remain in the classroom by use of force.*

13.8 The only circumstances in which using force would be justifiable would be where – in the judgment of the adult involved - that allowing the student to leave would:

- *entail serious risks to the student's safety (taking account of their age and understanding), to the safety of other students or staff or of serious damage to property; and/or*
- *lead to behaviour that prejudiced good order and discipline.*

Staff will Inform their line manager or nearest adult, including office personnel that the student has left the detention without permission. A further and higher level sanction will be imposed on the student (see Appendix 3).

14. Support systems for adults

14.1 Advice is given for all adults in how to deal with inappropriate behaviour at the time and wherever it occurs in the Academy. The Academy also recognises regular professional development on behaviour is essential in developing the positive climate for learning, and will strive to ensure that all adults have access to such CPD as identified through self-evaluation, individual Appraisal records and Departmental Improvement Plans.

14.2 However, the Academy recognises that very rarely adults may feel unable to cope, and provides the following support in addition to the advice given in CPD sessions:

- *Adults who are having difficulty with a class or group should in the first instance seek advice from their Subject Leader, or other relevant middle leader / line manager.*
- *Adults who need advice on managing the behaviour and attendance of individual students should in the first instance speak to their Subject Leader, the students' form tutor / Pastoral Leaders.*
- *Adults who feel that they have been subject to abuse or intimidation by students should refer the issue in the first instance to the child's pastoral lead i.e. Head of Year / Year Manager.*
- *If appropriate, the above issues can be further referred to members of the Senior Leadership Team, if no resolution is found.*

Further support may be provided by the representatives of the Trade Unions, from staff buddies and from teacher helplines.

14.3 In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:

- *to contribute to the development of the behaviour policy and practice*
- *parenting skills offered by our links with outside agencies.*

If a parent feels that the measures or sanctions in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the Academy's complaint procedure (see complaints procedure). If a student has a concern they can speak to their Head of Year or senior member of staff, but never during lesson time. Alternatively they could discuss their concern at home and ask a parent/carer to contact school.

14.4 In addition to regular teaching and learning about positive behaviour and regular attendance, and the support of a well-organised and caring Academy community, some students will need extra support to help manage their behaviour and attendance, and many of our students who are referred to external agencies will be vulnerable and have Special Educational Needs (SEND) (see SEND policy and practice).

The Academy will look to use procedures to identify early those students most at risk, in order to draw up a support plan and to establish a support programme to address issues arising, through:

- *liaison with parents/carers, previous schools, outside agencies and services;*
- *referrals by adults to Pastoral Leaders KS3/KS4 through data analysis such as bullying, truancy, attendance data analysis*
- *regular pastoral reviews to identify students most at risk, included as part of any regular academic progress reviews;*
- *programmes of short courses on specific elements of Social, Emotional and Behavioural Skills (SEBS) within the Learning Support department - self-esteem/ relationships etc;*
- *contact with parents on the first day of any unexplained absence and discussion between the student and staff responsible for their registration;*
- *contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation;*
- *referrals for specialist advice from agencies linked to the Academy, such as the Educational Psychologist, Social Care, Tameside LA SEN traded services, Family Focus Team, MIND and so on;*
- *referrals to the Learning Support Unit for a short period of additional support outside the usual classroom environment;*
- *peer mediation and counselling schemes;*
- *parents/carers consultations and family sessions;*
- *one to one counselling with a trained specialist or support from Learning Mentors or trained Teaching Assistants.*

15. Expectations for positive behaviour off the Academy site (during weekends, holidays or on educational visits if identified as Droylsden Academy students).

15.1 At Droylsden Academy we have high expectations of the behaviour of our students when off Academy premises. This includes behaviour on activities arranged by the Academy, such as work experience placements, educational visits and sporting events; behaviour on the way to and from Academy; and behaviour when wearing Academy uniform in a public place. As such this policy has the following objectives in regulating behaviour off the Academy premises:

- *to maintain good order on transport, educational visits or other placements such as work experience or college courses;*
- *to secure behaviour which does not threaten the health or safety of students, staff or members of the public;*
- *to provide reassurance to members of the public about Academy care and control over students and thus protect the reputation of the Academy;*
- *to provide protection to individual staff from harmful conduct by students of the Academy when not on the Academy site.*
- *any child going on an Educational Visit overnight must sign a behaviour contract, countersigned by their parent/carer.*

15.2 Sanctions can be applied when the students are on the Academy site or under the lawful control or charge of a member of staff.

15.3 In deciding what punishment is reasonable Droylsden Academy will take account of the following factors (which may not all apply to every incident):

- *the academy behaviour policy;*
- *the severity of the misbehaviour;*
- *the extent to which the reputation of the Academy has been affected;*
- *related to this, whether the student(s) in question were wearing Academy uniform or were otherwise readily identifiable as members of the Academy;*
- *the extent to which the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of the staff);*
- *whether the misbehaviour in question was on the way to or from Academy, outside the Academy gates or otherwise in close proximity to the Academy;*
- *whether the misbehaviour was whilst the student was, taking part in a further education course as part of a Academy programme or participating in a sports event with another Academy (i.e. when the student might be expected to act as an ambassador for the Academy) which might affect the chance of opportunities being offered to other students in the future.*

15.4 To that extent, the Academy will:

- *work with transport providers to agree how behaviour on public or contract transport should be addressed*
- *make explicit statements to parents, carers and students about how rewards and consequences (including loss of access to transport) can improve behaviour.*
- *in conjunction with transport providers, withdraw the right for students to use the Academy bus service, if a student's behaviour is found to be unacceptable.*
- *work with work experience providers and colleges to ensure the Academy/provider contract makes clear expectations of standards of behaviour and procedures to use in the case of poor conduct*
- *liaise with local groups such as the Neighbourhood Police Team to establish clear communication routes and operational strategies, particularly to manage complaints by individuals in the community.*
- *work with parents to show how they can report poor out-of-Academy behaviour of specific types by students*
- *ensure that all applications for educational visits include clear statements to parents and students about behaviour standards and processes.*
- *ensure that staff educational visits procedures clearly state the expectations and disciplinary sanctions available to staff*
- *ensure that the Headteacher is explicit about levels of authority which are delegated to staff on educational visits.*
- *ensure that a contact strategy is given to a senior leader so that advice for staff is available in a crisis, particularly on residential trips and particularly for international trips (see procedures for Educational Visits).*

15.5 The staff educational visits procedures pack states clearly the expectations and disciplinary sanctions available to staff. For residential trips, and particularly for international visits, a contact strategy will be given to a senior leader so that advice for staff is available in a crisis.

15.6 Staff who experience abuse or intimidation by students when outside the Academy and not under the lawful control or charge of a member of staff, has the same rights of protection from threat as any citizen in a public place;

- *they should use their professional judgment about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour:*
- *their first concern must be for their own personal safety;*

- they should make clear that the student has been recognised, even if in a group of young people, if they feel this is appropriate;
- they should then use their judgment about how to leave a difficult situation without provoking further confrontation;
- the Academy will apply appropriate disciplinary sanctions when the student is next in Academy.

16. Allegations against staff

16.1 Any allegation against staff will be treated seriously and will be investigated by the Director of Human Resources through the Complaints Procedure. The procedures are in accordance with the 'Working Together' Guidance (2010)

16.2 If an allegation is found to be malicious it will be referred to the Headteacher and a meeting with parents will take place. Sanctions will be applied using the Serious Incidents Guidance (see Appendix 2) and restorative justice will be used if deemed appropriate.

17. Consultation

17.1 This policy needs support from the whole Academy community, so consultation is essential.

17.2 At Droylsden Academy we also believe that support is more likely if all stakeholders are actively involved in the process of developing the policy as well as agreeing underpinning principles.

17.3 Academy adults, including governors, will be consulted through the appropriate Committee meeting, and informed through Governor Meetings.

17.4 Students will be consulted through specific Pupil Voice activities, the Academy council and tutor group discussions and informed through Assemblies, Newsletter, Academy Council feedback.

17.5 Parents/carers will be consulted through the annual questionnaire, Parent Consultation evenings and newsletters.

18. Monitoring and evaluation

18.1 At Droylsden Academy we wish to know if this policy is working fairly. Data gathered consistently and analysed will reinforce good news stories about Academy improvement; contribute to the Academy Self Evaluation process and inform discussions with staff, governors, students (including through the Academy council), parents and multiagency staff about patterns of poor behaviour and steps taken to tackle it.

18.2 We therefore monitor the distribution of rewards and sanctions on a half termly basis by: age, ethnicity, gender, special educational needs, curriculum areas, tutor group, year group, reason Subject Leaders are expected to provide analysis of the data in their Accountability meetings, which will then lead to identified actions in the Subject and Faculty Improvement Plans.

19. CCTV

CCTV and Academy cameras can be used to record behaviour incidents and to assist in the identification of culprits, it is available to be shown only and not to be taken away. Any viewing of CCTV imaged must be done in a private area or room. These images will only be used for these purposes, will not be shared with anyone other than those delegated to investigate the incidents, and will be deleted from the CCTV once their purpose has been served.

20. Power to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and

discipline in the classroom. The Headteacher and authorised Academy staff (SLT/Pastoral Leaders KS3/KS4) may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Any incident requiring 'reasonable force' will be recorded and held by the Student Services.

Appendix 1: Rules and sanctions.

Our behaviour policy focuses on our three core values; Politeness, Hard work and Honesty. We ask students to:

Issues	Rules	Sanctions
Uniform (Please see Uniform Policy.)	Uniform issue(s) that <i>can</i> be addressed for example wearing coat, tucking shirt in, adjusting length of tie etc. Incorrect uniform that <i>cannot</i> be immediately rectified. e.g. wearing trainers / boots / etc, no shoes, no sweatshirt.	Addressed immediately – no further action. Lack of response or repeat offence, Pastoral Lead (PL) informed and detention issued. Form Tutor sends student to the Pastoral Office. Parents contacted to ask them to bring in the item(s) or permission to send student home to collect. If parent is not available /not authorising student to go home, we will then issue a temporary replacement, for which some kind of deposit must be left, to ensure this item is returned to us at the end of the day. If student refuses to wear Academy item(s) he / she will be referred to the Seclusion or isolated with PL. Detention issued regardless.
Hair Styles	No extreme hair styles – eg. no shaved lines, no inappropriate hair colours. Hair bands/head scarves must be charcoal grey with nothing extra attached e.g. bows	Hair bands removed if inappropriate. If hair has lines shaved in, then home contacted to remove them, isolated until compliant. If hair is coloured inappropriately, then in Isolation Room or with PL for that day, contact home and then the student must dye to an appropriate colour for the next Academy day. If not corrected appropriately, then isolated until rectified.
Jewellery	No jewellery to be worn (<i>except watches. An iWatch or similar is not a watch</i>).	Student removes the item. If further breaches, staff to confiscate and return at the end of the day, if compliant. If student is defiant / argumentative, then parents will have to collect items or kept until end of term.
Make up	Make up and nail varnish MUST NOT be worn in the Academy. No false nails or eyelashes permitted	Must be removed immediately with Learning Tutor, Class Teacher or Student Services. If non-compliant or repeat offence then detention issued in line with Levels
Mobile Phones, iPods, iWatches,	Mobile phones MUST NOT be used by students	If seen or heard mobiles will be confiscated and handed in to PL where it will be stored in a labelled envelope and locked away for one week. Parents can arrange to collect.

<p>earphones, etc.</p>	<p>on the Academy premises.</p> <p>(If any student brings a mobile to Droylsden Academy, then it MUST be in their Academy bag at all times and switched off ALL DAY).</p>	<p>Mobile phone(s) to be passed to staff on first request without disagreement from the student.</p> <p>Student(s) must go to the PL at the end of Academy day to collect their phone after one week (if parents has not already collected)</p> <p>If student argumentative / defiant etc, this will result in a member of senior staff being involved. The mobile phone(s) will be labelled 'A' while stored in the safe and parents will have to collect.</p> <p>If students need to contact home in an '<i>emergency</i>', then they can use a phone at Student Services.</p>
<p>Equipment</p>	<p>Students must arrive to Form Period and every lesson with their Planner and basic equipment of a pen, pencil, good manners card and ruler.</p> <p>Planners and equipment should be on the desk at the start of <u>EVERY</u> lesson and Registration.</p>	<p>If no Planner, student issued with a Learning Tutor's Report.</p> <p>Student must get all his / her teachers to sign throughout the day and return to Form Period the next day to produce to Learning Tutor along with Planner.</p> <p>Failure to produce either Planner or previous day's Form Tutor Report will result in Year Team detention.</p> <p>No basic equipment after opportunity to purchase daily from the Student Services Desk Stationery Shop, therefore results in Year Team detention.</p>

Appendix 2: Examples of sanctions for serious incidents – for use as a guide in conjunction with professional judgement

Meetings with parents to discuss persistent issues.

<p>Smoking – in or out of the building including e-cigs and vape-sticks or pens.</p>	<p>Decision will be made by the Headteacher/SLT on action to be taken which could include:</p> <ol style="list-style-type: none"> 1. Fixed term exclusion 2. Referral to Police Panel 3. Referral to Academy Isolation Room <p>Permanent exclusion could also be used due to the serious nature of this issue.</p> <p><i>At any point a referral can be made to the Academy nurse.</i></p>
<p>Drugs/Alcohol/Illicit Substances</p>	<p>This type of behaviour will have varying degrees of severity. It may be appropriate for more severe sanctions earlier.</p> <p>Possible sanctions (one or more may apply):</p> <ul style="list-style-type: none"> • Seclusion • Fixed Term Exclusion (length depending on the circumstances of the offence) • Police Panel/Police involvement • Referral to Branching Out or other external services • Permanent Exclusion (for possession/use of illegal drugs on the school premises or dealing in illegal drugs)
<p>Misuse of Fire Alarm 1st offence 2nd offence</p>	<p>FTE. Referral to GM Fire and Safety and /or Police Panel. Possible permanent exclusion.</p>
<p>Community issues 1st offence 2nd and subsequent offences</p>	<p>These issues will be dealt with in partnership with local police through Droylsden Academy Police Panels. Discussion will take place with SLT/Headteacher regarding appropriate sanction in conjunction with police involvement. Sanction may include exclusion either fixed or permanent.</p>
<p>Fighting (equal involvement) 1st offence 2nd offence 3rd offence</p>	<p>Parental contact. FTE. Isolation the following day. Student may be sent home on the day if there are medical issues. Staff will consider if any other actions are needed in order to prevent further incidents. + Restorative Justice Parental meeting. Isolation plus break and lunchtimes (room to be identified) Parental interview with SLT link and Police Panel involvement.</p>

<p>Assault of another student</p> <p>1st offence</p> <p>2nd offence</p> <p>3rd offence</p>	<p>Exclusion if a serious assault. Restorative justice with victim if appropriate.</p> <p>Exclusion and Isolation/Behaviour Placement Parental meeting, including SLT link. Police Panel referral – this can be made after 1st offence if deemed necessary.</p> <p>Exclusion. Refer to Headteacher /Deputy Headteacher for possible Governors’ Disciplinary Panel. Alternate arrangements considered.</p>
<p>Threatening, aggressive behaviour/inciting such behaviour.</p> <p>1st offence</p> <p>2nd offence</p> <p>3rd offence</p>	<p><i>This type of behaviour will have varying degrees of severity. It may be more appropriate for more severe sanctions earlier.</i></p> <p>Isolation. Detentions break and lunch for a week. Parental contact and Police Panel referral</p> <p>Isolation room. Parental meeting, detention at break and lunchtime.</p> <p>Exclusion. Readmission with PL & SLT</p>
<p>Selling items such as confectionery products to other students on the Academy site for profit</p> <p>1st offence</p> <p>2nd offence</p> <p>3rd offence</p>	<p>Parental contact, including letter home. Isolated at breaks and lunch for 1 week. Items confiscated and not returned.</p> <p>Parental meeting with PL. Isolation room, Isolated breaks & lunch for 1 week. Items confiscated and not returned.</p> <p>Exclusion. Readmission with PL and SLT. Items confiscated and not returned. Referral to Police Panel.</p>
<p>Damage to the Academy Site</p> <p>Any incident of damage to the Academy *</p>	<p>Parental contact, including letter home. Academy based community service or imposition of a task – such as picking up litter or weeding Academy grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti</p> <p>and/or Restorative Justice session</p> <p>and/or Police Panel referral</p> <p>and/or Exclusion/ Isolation/Behaviour Placement</p> <p>*The academy will always attempt to recoup losses by invoicing parent(s)/guardian(s).</p>
<p>Verbal abuse to staff <i>(direct swearing at staff or racism, pupil will be excluded)</i></p>	<p><i>This type of behaviour will have varying degrees of severity. It may be more appropriate for more severe sanctions earlier. Any racism or direct swearing will lead to Fixed Term Exclusion.</i></p>

1 st offence 2 nd offence 3 rd offence	Detention. RJ if needed. Isolation /Behaviour Placement. Parental meeting with PL. Police Panel referral. Exclusion. Readmission with PL and SLT
Truancy (part of the day) 1 st offence 2 nd offence 3 rd offence	Parental contact. Formal detention to make up time missed. Isolation room/PL report. Parental meeting with PL. Isolation room/PL/SLT report. Parental meeting with PL and SLT
Truancy (full day) 1 st offence 2 nd offence 3 rd offence	Isolation Room. Parental contact. Isolation room/PL report/SLT. Parental meeting. Sanction to be discussed with PL & SLT report. Parental meeting.
Theft 1 st offence 2 nd offence 3 rd offence	Isolation Room/Exclusion. Parental meeting. Police Panel referral. Isolation Room/Exclusion. Parental meeting with SLT & Police Panel Referral to Head teacher for Governors' Disciplinary Panel.

The Headteacher retains the right to administer discipline to all students in the academy based upon facts and knowledge of an incident at that time including information about the student. The Headteacher further retains the right to refer any incident to the police at any point.

Appendix 3: Classroom expectations - To support 'The Droylsden Way' and our values of Politeness, Hard Work and Honesty.

At the beginning of lessons students are expected to:

- **Be on time and line up outside the classroom in an orderly manner**
- **Enter the classroom when instructed in an orderly manner**
- **Take off outdoor clothing before entering the room**
- **Get out books and equipment, including homework diary**
- **Stand behind seat until asked to sit**
- **Sit according to the teacher's seating plan**
- **Follow instructions**

During lessons students are expected to:

- **Be silent and listen when the teacher or another student is speaking**
- **Stay in their seat and remain in the room unless the teacher directs them otherwise**
- **Participate fully in the lesson**
- **Work to the best of their ability without distracting others**
- **Ask for help if necessary at the appropriate time**
- **Write home learning tasks in the homework diary**

At the end of the lesson students are expected to:

- **Work until the teacher indicates it is the end of the lesson**
- **Stand behind chairs when asked**
- **Leave the room tidy**

- Leave in an orderly manner when dismissed
- Thank the teacher for the lesson

Appendix 4: Classroom Discipline Procedures “The Unlucky 13” Stages

1. Teacher/Support staff reminder of Discipline Code: Reminder is gentle and comes before the warning.
2. Teacher/Support staff Warning to precede level 1: ***“You are now being warned. Stop now to avoid level 1”***
3. a) Detention
 - LEVEL 1 = 30 minutes. 2 or more **in a day** = 1 hour
 - LEVEL 2 = 60 minutes. 2 or more **in a day** = 2 hours; first with PL; 2nd PL brings to SLT
 - Patrol/On Call = isolated for remainder of the day. Swearing or violence call SLT and automatic exclusion: either phone home and send home straight away (FTE the next day) or isolate for remainder of day and FTE letter/call at end of day.
 - Half termly: checked, counted and administered by Student Services and Rachel Atherton
 - **LETTER for 10 breaches:** Learning Tutor assertive mentoring for remainder of half term. All further breaches in same half term to one hour (returns to half hour after each half term). 10 conduct breaches letter sent home. Includes action which will follow if 15 breaches are recorded (parent panel).
 - **LETTER for 15 breaches:** Year Manager assertive mentoring, as above, and parent panel meeting(YM, HoY and if required SENCO) + 1 hour detention for all further breaches in the same half term (back to half an hour after each half term): 15 breaches letter sent to include formal request to parent panel: if no parent attends, treat as below for 20 breaches. Parent Panel invite letter to includes this warning.
 - **LETTER for 20 breaches:** HOY assertive mentoring, letter for Parent Senior Panel (HoY, AHT were required SENCO), letter warns of Governor Disciplinary Panel for 25 breaches + 1 hour detention for all further breaches in the same half term + loss of break and lunchtime – spent with Year Manager wherever s/he goes. If no parent attends, treat as below for 25 breaches (Parent Senior Panel letter includes this warning).
 - **LETTER for 25 or more breaches:** FTE followed by senior leader report until end of that half term.
3. b) If the same pattern emerges in the next half term, pupil causing ‘serious concern’ brought to SLT for a decision on future action.

3. c) At any point Pastoral Team may recommend BMT involvement (Behaviour Modification Team) and/or SENCO (if child is ASD and on the register, has EHC provision; in such cases, different strategies and/or pupil timetable and support would have to be implemented so that such a student gets the support they need to be successful in mainstream school systems).

4. Reporting System (On report for two weeks in first instance and remaining on for a further week with same person if not a satisfactory report on any one day. If not good after two weeks move to next person in the chain)

A) Support Sheet with Learning Tutor	White	tick or cross
B) Support Sheet with Year Manager	Pink	tick or cross
C) Support Sheet with Head of Year	Green	tick or cross
D) Assistant Headteacher's written report	Blue	staff write comments
E) Senior AHT/DHT Discipline written report	Yellow	staff write comments
F) Headteacher/Exec Head written report	Red	(to avoid FTE or PEx) staff write comments

5. **LETTER for On Call (extension of 3a.3)** : serious incident letter, text to say letter on way home, parent to call named person by 9:30am and student to return at 10am. If no parental reply student moves to Pastoral Isolation and parent contacted directly for their help and support to solve the problem.

6. Pastoral Isolation: one day only, with YM and/or HOY, Student Services Manager. Refusal would lead to Internal Suspension for one day as shown below.

7. Internal Suspension: at one of two desks outside Headteacher's office (letter sent by Head's PA home) (refusal to do would lead to FTE for one day and guarantee of day on return in Internal Suspension as a condition of re-entry). If both seats are full then straight to 8.

8. Behaviour Modification – The **On Board Centre**: where support and behaviour modification is offered but also where children are kept, including break and lunch-time: they begin at 09:30 and finish at 3:30 (refusal to do would lead to an FTE for one day and guarantee of one day on return in Internal Suspension as a condition of re-entry).

9. Seclusion Unit: On the Head's floor: 1st time one day, 2nd time 2 days: no third visit (refusal would lead to FTE for one day and guarantee of one day on return in Internal Suspension/Seclusion Unit as a condition of re-entry).

10. Fixed Term Exclusion (1-5 days): this would happen immediately and would supercede all the above – in line with the DA Behaviour Policy – for the following infringements: Direct swearing at a Member of Staff i.e. F--- off or You are a ----; act of unprovoked violence; dealing in drugs with or without money; wanton damage to property; arriving in a state of drunkenness or high; smoking in the building. **ALL FTEs DECIDED BY HEADTEACHER, AHT DISCIPLINE or, in absence of either, DEPUTY HEAD (if any FTE given was due to refusal to attend Seclusion Unit or Internal suspension then it is a condition of re-entry that they attend this for the day missed).**

11. a) Fixed Term Exclusion (6-10 days): 4 of which in a partner school

b) Fixed Term Exclusion for 11-20 days.
12. Managed Move: with parent (pupil consent not required) support [if no support, then a 11-20 day FTE] FTE until MM start date.
13. Permanent Exclusion.

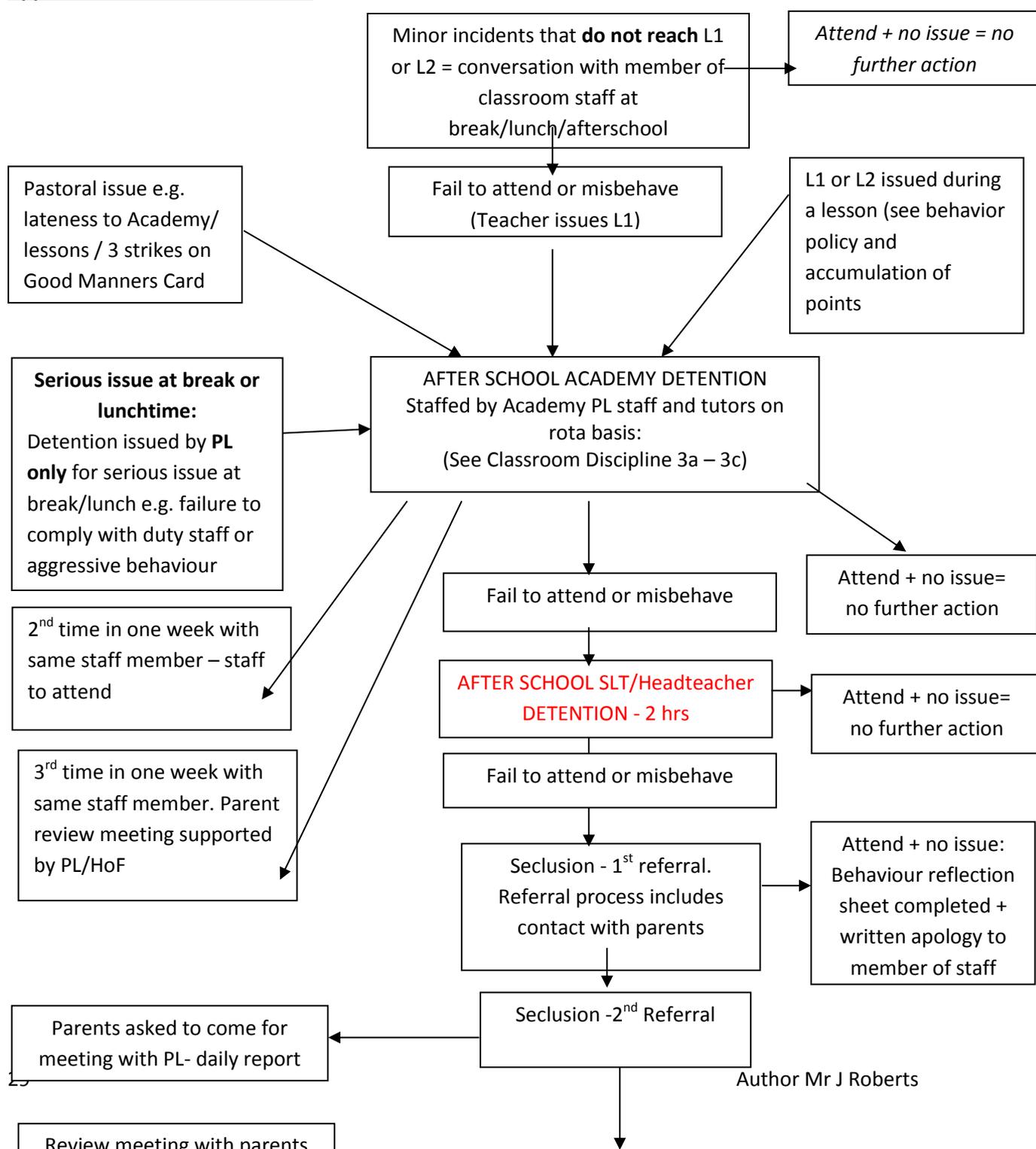
Appendix 5: Rewards – The “Lucky 13” Stages

1. Classroom/Class teacher based
 - Verbal praise
 - Written praise on work and in planner
 - Display of work
 - Rewards for good learning habits
 - Telephone calls home
 - Postcard home
 - Comments during Parents’ Evening
 - Reporting to parents
2. **PRIDE Points** (see achievement (PRIDE) tariff in planner)
 - 25 = Bronze
 - 50 = Silver
 - 75 = Gold
 - 150 = Gold Plus
 - 250 = Platinum
3. Platinum award and silver trophy/salver (one to each form per year for exceptional form group performance)
4. Positive pupil awards for exceptional displays of character either within the school or community.
5. Academic/sport achievement and attendance award at presentation evening
6. Wall of achievement: pupil names and faces displayed for a week on digital media in school as recognition of achievement across 3 or more curriculum areas (including attendance above 95%)
7. Student of the week **letters** based on PRIDE **sent home**.
8. Head of Year Award
9. Senior Leader Award
10. Head teacher’s afternoon tea nominated by Year Team for outstanding achievement, progress, PRIDE, improved character.

11. Executive Head Teacher award for outstanding contribution to improvements within the school and
12. Key Stage Award for outstanding pupil(s) within Key Stage 3/4
13. Student of the Year Award

* At Droylsden Academy we also recognise the wide and varied participation our students have beyond the school, therefore we look to provide opportunities to reflect on these through school assemblies where we are able to share certificates, awards, commendations from external sources.

Appendix 6: Detention Flowchart



Author Mr J Roberts

**Dealt with on case by case basis,
depending on need. Discussed by SEN
staff. Interventions may include PSP, a
Behaviour Placement at another
Academy or a Managed Move. CAF**

BP	Behaviour Placement (at another school or academy)
CAF	Common Assessment Framework
CAST	Challenge and Support Team - Police Panel
FTE	Fixed term exclusion
PL	Pastoral Leads (Head of Year/Year Manager)
PSP	Pastoral Support Plan
PEX	Permanent Exclusion
RJ	Restorative Justice
SEN	Special Educational Needs
SLT	Senior Leadership Team
SR or SU	Seclusion Room/Seclusion Unit