Positive Behaviour Policy

Contents

1.0   Policy statement

Dixons Academies Trust recognises that the highest standards for behaviour is central to achieving the best education for our students and achieves this through a combination of proactive, positive culture building norms, proactively teaching students how to behave well, alongside fair and transparent systems of rewards and sanctions. We believe in the power of descriptive verbal praise and in the certainty, not necessarily severity, of sanction in creating a culture conducive to learning and thriving in education. We aim to give all students the knowledge and understanding that will enable them to become increasingly self-disciplined and able to make positive choices for themselves. All our academies have consistently high expectations of behaviour for learning and overall conduct; firmly embedded practices and routines to establish a calm and purposeful environment; and a clear framework of learning habits. We work as leaders across the Trust to ensure we have broad agreement on the reasonableness and proportionality of sanctions.

Throughout this document we have used the term 'families' to refer to our students' parents, carers or others that hold parental responsibility, or 'PR', including the Corporate Parent for those to whom that applies.

This policy should be read in conjunction with the following policies:

• Anti-Bullying

• Care and Control

• Child Protection and Safeguarding

• Equality and Diversity

• Exclusion

• Online Safety and Acceptable Use of Information Technology

• Professional Conduct

• SEND

This policy is underpinned by the following legislation and guidance:

• Education Act (2002), as amended by Education Act (2011)

• Education and Inspections Act (2006)

• School Discipline [Pupil Exclusions and Reviews] – England – Regulations (2012)

• Equality Act (2010, revised 2018)

• Searching, Screening and Confiscation at Schools (2018)

• When to call the police: guidance for schools and colleges (NPCC)

• Keeping Children Safe in Education (2021)

• Behaviour in Schools (DRAFT 2022)

• Suspension and Permanent Exclusion (DRAFT 2022)

2.0   Scope and purpose

2.1   All our academies:

• have the highest expectations of student behaviour in order to maximise their opportunity to achieve

• ensure all students develop excellent learning habits that they need to be successful in school and in life

• realise and celebrate the potential of all students though promoting independence, high self-esteem and enabling students to reach their full potential

• create an environment in which students are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions

• have a no tolerance approach to all forms of child on child abuse, including bullying and cyberbullying, and work hard to create a positive and safe learning environment

• work to develop and support all staff to manage behaviour with a high level of professionalism, dignity and fairness in order to maintain a safe and purposeful environment

• build positive relationships between families, academy and students through our three way partnership, signed by families when their child enters their academy, which makes clear the expectations of all three parties in developing and maintaining a safe and positive culture or an active partnership with parents and carers to support their children's learning

2.2   These aims are supported by regular and pertinent staff training and practice; close family and community links; student organisation and opportunities in line with our Equalities Objectives; the boosting of students' self-esteem through positive reinforcement and a broad and

balanced curriculum, including extra-curricular activities; and social and community events aimed at celebrating diversity whilst seeking and emphasising commonality.

2.3 Behaviour expectations and students with SEND

All our academies have a duty to manage student behaviour effectively, including for those with underlying needs, in order to maintain a safe, purposeful and effective learning environment for the student involved as well as for all students and staff.

We aim to establish a culture that consistently promotes high standards of behaviour and provide the support needed for all students to achieve and thrive both in and out of the classroom. We aim to develop whole academy approaches that foster a sense of belonging, facilitate learning, and benefits all students equally. Some students with SEND may have behaviours that arise from their additional needs and the law requires flexibility and responsiveness, often through provision that is 'additional to or different from' the main offer, in order to meet those needs. In addition, students with SEND may have behaviours that are not arising from their additional needs and other students' behaviour may be arising from SEND that has not yet been identified or understood.

We aim to establish behaviour systems that are consistent and based on high expectations as the norm, but are also flexible and responsive enough to support a wide range of needs and support all students to learn from their behaviour and move forward in a positive way. This should include directly teaching students the skills and understanding that underpins good behaviour, and anticipating likely triggers of challenging behaviour and putting provision in place to support and prevent it wherever possible.

2.4 Duties under Keeping Children Safe in Education 2021

We recognise that challenging behaviour, and in particular a change in a child's behaviour, can be indicative of a child protection or wider safeguarding need. For this reason, all our behaviour systems, including sanctions, incorporate opportunities for restoration, relationship building, consideration of what support is required and, where appropriate, referral for further assessment.

We prioritise the proactive teaching of the underlying skills and understanding that underpins our culture of high expectations, including ensuring all students know how to seek help if they need it.

We take all forms of child on child abuse, including bullying and child on child sexual harassment and sexual violence, extremely seriously. More detailed information about this can be found in our Child Protection Safeguarding Policy and our Anti-bullying Policy.

3.0 Roles and responsibilities

3.1 The majority of our time in all our academies is spent reinforcing a culture of high expectations and positivity in order to maintain good order and discipline that allows students to maximise their potential. At times, students may make the wrong choices and, when this happens, we will take a proportionate and forward thinking response in order to maintain our culture and progress positively. The lists below make clear the power and responsibility of the governing body, Principal and all staff to uphold a safe and secure environment in line with this policy.

We also recognise that the strength of any behaviour policy or system is in how it is communicated and understood by all stakeholders, and the positive and trusting relationships between those stakeholders. It is crucial that each academy shares its behaviour system clearly with all staff, students and families; that the implementation is supported by the three way partnership between academy, student and families; and that the academy works cooperatively and reciprocally with other schools and key agencies / structures in its locality.

The Principal and the Governing Body

- The Trust Board approves the Trust policy; it has a duty under the Education Regulations Act 2010 to ensure arrangements are made to safeguard and promote the welfare of students.

- the Local Governing Body annually scrutinises and approves the individual academy routines and practices

- the Principal is responsible for ensuring the academy aligns to the Trust's mission and values, follows Trust policy and that their individual academy has strong behaviour practices to support staff in managing behaviour, including the use of sanction and praise / reward

- the Principal and staff have the power to use reasonable force and other physical contact in order to maintain and restore order (as stipulated in the Care and Control Policy), but cannot, under any circumstances, use force as a form of punishment. Corporate punishment of any kind is entirely illegal

- the Principal and delegated staff have the power to search students, screen electronic devices, and to confiscate property in circumstances that align with the Care and Control of Students Policy and section 8.0 of this policy (see below)

- the Principal and delegated staff have the power to discipline students outside of school hours if it is a school-related matter, or the student's actions undermine the safety of anyone from our community or the good reputation of the Trust

- all academies have the power to impose detentions outside of school hours, without parental consent. However we do always inform our parents when a detention or correction is to occur outside of the usual working day

- all our academies work actively within local partnerships (Local Authority Partnership, Behaviour and Attendance Collaboration, Fair Access Protocol: LAP, BAC, FAP) to improve the standard of behaviour across the city

All staff

- Some staff, for example senior leaders and behaviour practitioners, may have additional responsibilities delegated to them by the Principal, for example the power to search, screen and confiscate items, in line with guidance and Trust policy

- all staff must have read and understood this policy and other related policies, and sign to say that they have read and understood them as part of the induction process

- staff are responsible for knowing and understanding the systems in place to support behaviour, upholding them within their academy, and seeking support if necessary

- all staff will behave professionally and in a way that demonstrates appropriate behaviour to the children through learning by example

- staff are responsible for being responsive to signs of child on child abuse and acting swiftly and appropriately, in line with our Anti-bullying Policy and Keeping Children Safe in Education

All students

- As part of our ongoing commitment to maintaining a culture of safety and learning for all students, staff and visitors to our academies, students will receive ongoing direct learning opportunities through PSHE, as well as indirect learning opportunities through observing the professional behaviour of the adults around them. This will include but is not limited to:

  - learning how their behaviour impacts others and their own future selves

  - learning about identity, protected characteristics, prejudice and discrimination

  - learning about ways to seek help and support

  - building trusting relationships with staff

  - learning from the professionalism and conduct of staff

All students have a responsibility to behave in a way that does not disrupt the learning, wellbeing or safety of themselves, their peers or any adult in the academy or wider academy community.

Families

- All families sign our three way partnership when their child enters the academy. We expect families to work with us in supporting good behaviour that is conducive to learning and thriving in education and beyond and in upholding our positive culture. Our success as a Trust is built on this three way relationship between the home, academy and child

4.0   Whole academy culture

4.1   Student transition, including in-year transfers, and induction periods are ideal opportunities to set students up for success by ensuring that they and their families understand this policy and the academy's own behaviour routines and systems from the outset. This can be further maximised by building positive relationships and beginning to develop strong sense of identity and self-worth in students, as well as trust and communication between stakeholders in the three way partnership. This can include but is not limited to:

- sharing the policy and routines with families from an early stage

- family open evenings and drop-in sessions

- having / creating a student friendly version of the policy and routines

- transition home visits and previous school visits

- additional transition days for vulnerable students

4.2   Students will also receive ongoing support and learning opportunities in order to understand and uphold the Behaviour Policy and academy routines. This will be delivered through PSHE, re-induction, targeted support and intervention, as well as through staff leading by example. This will include learning that addresses behaviour directly, including the rationale behind sanctions and the importance of upholding the systems, as well as learning that addresses the underlying skills students' need, such as positive identities and understanding and celebrating diversity

4.3   The Trust is committed to working preventatively wherever possible by developing strong; reliable routines; clear communication; working closely with families; and having simple, reliable but flexible systems for responding to behaviour that does not meet the expected standard that are understood by all stakeholders.

4.4   For any student not meeting the expectations for behaviour, for whom their academy's behaviour system needs to be applied, their support needs will also be assessed and addressed in order to help reduce recidivism and allow them to learn from their behaviour. As part of communicating this policy and their own behaviour routines to students and families, each academy should make clear what support is available and who the key staff members are that will be responsible for it. The expectation that support will be provided applies equally to all students, but we are also aware that for some students, such as those with SEND or those with a social worker allocated, the need for support may be greater or required sooner than that of their peers.

4.5   A student's behaviour online and via media (e.g. by text message or phone call), including outside of academy hours, will be considered within our policies whenever that behaviour could impact on our academies' students, staff, visitors or on the reputation of an academy or the Trust itself.

4.6 A student's behaviour outside of their academy's grounds and hours will be considered within our policies whenever that behaviour could impact on our academies' students, staff, visitors or on the reputation of an academy or the Trust itself, for example if they are identifiable as a Dixons student or if their behaviour presents risk of harm to themselves or others, regardless of whether they are identifiable as a Dixons student or not.

4.7 Student mobile phones and related devices (smartwatches, tablets etc.) are banned on our academy sites during the academy day, including before and after school activities, but we also recognise that the decision as to whether or not a child has a device belongs with their family and that having a device can significantly increase a child's safety if they travel to and from their academy independently. All academies will clearly identify places students are allowed to store their switched off devices during the academy day, e.g. lockers or a safe storage space, and the time / space parameters in which they are not allowed to be seen with their device, e.g. once they are through the academy gate or when the bell rings for the start of the day. All staff will receive training at least annually on how technology can be used to facilitate harm or impact negatively on a child's mental health and wellbeing. There may be times when, at the Principal's discretion, a student is allowed to use their device during the academy day, for example to show a member of staff something, to facilitate an investigation, or to get a family member's phone number. More detailed information on appropriate use of technology can be found in our Online Safety and Acceptable Use of Information Technology Policy.

4.8 All known and suspected criminal behaviour will be reported to the police without delay. Wherever possible, the NPCC guidance 'When to Call the Police: Guidance for Schools and Colleges' will be used to support a child centred but timely response to any concern.

5.0 Rewards and sanctions

5.1 Acknowledging good behaviour encourages repetition and communicates the academy's expectations and values to all stakeholders, but particularly the students themselves. Rewards and positive reinforcement should be applied clearly and fairly to enforce routines, expectations and the norms of each academy's culture and ethos. Examples may include but are not limited to:

- descriptive verbal praise and positive reinforcement

- communicating praise to families via phone call or written correspondence

- recognition events for individuals, groups or whole cohorts

- positions of responsibility, such as Head Student, or being given a particular role, such as Tour Guide

5.2 When a student disrupts learning or behaves inappropriately within the academy, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential that all staff are consistent in following through on sanctions and that the system is used consistently and fairly. Sanctions should not be considered in opposition to rewards, but rather as two complementary strands of intervention that reinforce the academy's positive behaviour culture.

5.3 It is the responsibility of each individual academy to set out a clear system of possible behaviour sanctions, in line with guidance and this policy, communicate it to all staff, students and families, and ensure that it is upheld on a day to day basis.

5.4 Examples of appropriate sanctions may include:

- verbal reprimand

- loss of privileges

- detention / correction

- academy based community services, such as litter picking

- regular reporting, such as being 'on report' for a period of time

- fixed term exclusion (suspension)

- in the most serious of circumstances, permanent exclusion

5.5 What the law allows:

Teachers and all paid staff (unless the Principal has stated otherwise) can sanction students whose conduct falls below the standard which could reasonably be expected of them. The Principal can extend the power to sanction students to non-paid members of staff, for example adult volunteers.

Staff can sanction students at any time that the student is at the academy or elsewhere but under the charge of academy staff, including on trips and residentials. Staff can also sanction students in certain circumstances that fall outside of these conditions, namely when a student is identifiable as being from the academy, when their behaviour has repercussions for the academy (including threat to other students), and when the good reputation of the academy or Trust could be impacted.

Sanctions are lawful if they are reasonable in the circumstances, proportionate to the circumstances and any special circumstances, such as age, SEND or religious requirements, have been considered.

Corporal punishment by school staff is illegal in all circumstances.

6.0 Detentions and corrections

6.1 DfE guidance defines a detention as '... a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to a break.'

6.2 In our Trust, the terms 'detention' and 'correction' are largely synonymous terminology and the specifics of their use will be individual to each academy.

6.3 In all cases, a detention or correction incorporate the following:

- an element of restoration, guidance and / or support as relevant to the situation

- if taking place at lunch or break, sufficient time to eat, drink and use the toilet

- if taking place out of school hours, consideration of any impact on the student's safety and wellbeing:

- travelling to / from the academy safely

- known caring responsibilities in the home

- conflict with medical appointments, including mental health appointments

- if the arrangement is in any way likely to put the student at increased risk of harm

6.4 Use of detention / correction outside of the normal school day is lawful if safety considerations have been made (see 6.3), the student is under 18, the Principal has clearly communicated to families that this form of sanction may be used, and it is on one of the following days:

- any school day on which the student does not have permission to be absent

- weekends during term time (not including a weekend that directly precedes or follows a school holiday)

- non-teaching days i.e. training days, but not public holidays; the day preceding the first day of term; during a half term; or after the last school day of the term

7.0 Reflection / isolation spaces

7.1 All of our academies have the power to use supervised reflection or isolation rooms as a disciplinary sanction and often as a way of avoiding fixed-term exclusion. All academies will ensure that time spent in any such room is used as constructively as possible, that there is continuation of education, and that students are allowed to eat, drink and use the toilet.

7.2 Any removal from the classroom is considered a serious sanction and only used when necessary to restore order and calm following unreasonable levels of disruption and to enable disruptive students to continue to be educated in a managed environment. Removal from the classroom will only be used once classroom behaviour strategies have been attempted or if the behaviour is extreme enough to warrant immediate removal.

7.3 In all academies where reflection / isolation spaces are in use, the Principal must make it clear to families that this form of sanction may be used, ensure an appropriately located and resourced space for it to take place, ensure appropriately trained and knowledgeable staff are in place to supervise, and that data and trends are analysed to inform whole academy and targeted preventative work.

7.4 It may be that a student needs to be removed from the classroom to a reflection / isolation space for the immediate continued education of both the student and their peers, but each case then should be subject to the following considerations:

the sanction is proportionate to the situation and any special circumstances, such as SEND or having an allocated social worker, have been taken into account:

- consideration of any underlying factors which may require further assessment

- analysis of any patterns of behaviour that may be indicative of a need for support

- the student is supported to reflect on their behaviour and identify positive ways forward

- that any statutory plans that are in place (e.g. EHCP, Child Protection or Child in Need Plan, or Personal Education Plan for Children Looked After by the Local Authority) have been reviewed and all stakeholders informed

- there is a clear reintegration plan with appropriate support in place to facilitate success

7.5 Removal spaces such as these should be distinguished from the use of separation spaces used for non-disciplinary reasons, for example sensory rooms or nurture provisions.

8.0 Searching, screening and confiscation

8.1 Staff have the power to conduct a non-intimate search (i.e. instructing the student to empty pockets etc.), and to search their lockers, bags or coats, with consent from the student themselves. The age and ability of the student should be taken into account. Family / carer consent is not required and consent does not need to be in writing or formally recorded.

8.2   The Principal, and those authorised by the Principal, have the power to search without consent if they have reason to believe there may be "prohibited items" in the student's possession. This includes:

- knives and weapons

- alcohol and illegal drugs

- stolen items

- tobacco and cigarette papers

- fireworks

- pornographic images

- any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property

- any item specified to be banned by the academy's own routines and systems, as long as this has been effectively communicated to students, staff and families i.e. as part of an induction process and displayed on the academy website

8.3   The police will always be informed on the discovery of any illegal or dangerous item and efforts will be made to work with the police to determine where the item(s) came from.

8.4   Wherever possible, searches will be carried out by two authorised members of staff, by staff members of the same gender as the student, and with the student present as a witness. Wherever possible, searches that require physical contact or use of force will be conducted by a police officer or by a family member. These preferences may not be possible dependent on availability of staff in relation to the urgency of the situation and if the student being present compromises safety or maintaining good order.

8.5   Staff will confiscate and retain a student's property if it is a banned item (see 8.2) or any item being used to cause harm to self or others, damage to property, or disruption to the maintaining of a purposeful learning environment. For any confiscated item that is not deemed to be dangerous or potentially / known to be illegal (see 8.3), the confiscating staff member is required to make a proportionate and fair decision about what happens next with the item, for example:

- returning the item to the student at the end of that lesson

- returning the item to the student at the end of that day

- escalating the issue, including handing over the item, to a year head / phase leader or member of the senior leadership team

- discussing with the student's family about how best to return or dispose of the item

Retention of, damage to or disposal of a student's personal property should not be used as a sanction and confiscation, including how the confiscation is followed up, should only be used to ensure the maintenance of a safe and purposeful learning environment.

8.6   If, when conducting a search in accordance with the above criteria, an electronic device is found that staff can reasonably suspect has been or is likely to be used to commit an offence, cause personal injury or damage to property, the data can be examined if there is good reason to i.e. doing so could mitigate harm / damage being caused. This must be done in accordance with the appropriate guidance. When an incident involves youth produced sexual imagery (nudes / semi-nudes), the member of staff should involve the Designated Safeguarding Lead immediately and the appropriate safeguarding guidance followed.

9.0   Use of reasonable force

9.1   Reasonable force can be used to prevent students from committing a criminal offence, hurting themselves or others, from damaging property, or from causing disorder.

9.2   More detailed information about the use of reasonable force can be found in our Care and Control of Students Policy.

10.0   Fixed term and permanent exclusion

10.1   All our academies work tremendously hard to avoid fixed term and permanent exclusion but, at times, it can be necessary to address a more serious behaviour matter. All our academies comply with the law and communicate with families as clearly as possible.

10.2   More detailed information about fixed term and permanent exclusion can be found in our Exclusions Policy.

Appendix 1

Key questions for academy level 'What to do... Positive Behaviour' documents

1.0   How do we promote and maintain a whole academy culture that fosters positive behaviour as the norm? (transition, induction, PSHE, routines, three way partnership, in-house therapeutic offer)

2.0   What rewards and recognition procedures are in place? How are students identified for them?

3.0   What is our system of sanctions? How does it work preventatively? Restoratively? How are students supported to recover from it?

3.1   Warnings and in-class

3.2   Detentions and corrections

3.3   Internal isolation

3.4   Isolation at other schools

3.5   Managed moves

3.6   Fixed term exclusion

3.7   Permanent exclusion

3.8   In-house behaviour units

3.9   AP and PRU

4.0   How do our systems work for students with SEND?

5.0   How do our systems work for students with an allocated social worker?

6.0   What support is available for students who are repeatedly getting into trouble at our academy?

7.0   How are policies and information relating to behaviour management shared with all staff?

8.0   How are policies and information relating to behaviour management shared with families?

9.0   How are policies and information relating to behaviour management shared with students?

10.0   What should a family do if they have a query about any aspect of our positive behaviour systems?