

TDS Behaviour, Suspension and Exclusion Policy



Approved by: Governing Body

Last reviewed on: October 2023

Next review due by: October 2024

1: Overarching Policy Aims:

This policy aims to:

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

2: Legislation and statutory requirements:

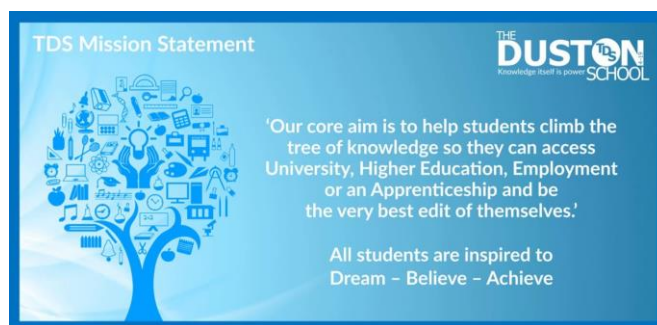
This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools - [Behaviour and discipline in schools](#)
- Searching, screening and confiscation at school - [School Discipline](#)
- The Equality Act 2010 - [Equality Act 2010](#)
- Use of reasonable force in schools - [School Discipline](#)
- Supporting pupils with medical conditions at school - [Supporting pupils at school with medical conditions](#)
- Suspension from maintained schools, academies and pupil referral units in England - [School Suspension](#)

3: School Aims:

The Duston School seeks to create a culture, climate and ethos that brings out the best in all of its pupils. The school places character virtues at the heart of all that it does and has a well-planned, intentional and co-ordinated approach to developing positive behaviour and character, which is underpinned by strong leadership and a clear vision for the school.

The Duston School is founded on a clear mission statement and set of aims that inspire our pupils to 'climb the tree of knowledge so they can access University, Higher Education, Employment or an Apprenticeship and be the very best edit of themselves.' The school firmly believes in the power of over-communication and of visually displaying clear messaging across the entire school. The school's mission statement is visible across the school and looks as follows:



At The Duston School we believe that education should provide our young people with both the currency and character to succeed. We work relentlessly to nurture our pupils to unlock and achieve their potential. Our pupils are actively encouraged to make a valuable contribution to society and thrive in a mutually supportive environment. All of our pupils are educated to enter the adult world with a strong moral compass, a real sense of resilience and to be armed with the key transferable skills that will allow them to succeed in an ever changing and fast paced globalised labour market. Our curriculum is broadly traditional in nature, with a large number of our pupils following an EBacc pathway. Knowledge is the ultimate key to academic success. We endeavour to help our pupils gain the highest qualifications, acquire flexible life-long learning skills, and be ready to act responsibly as global citizens. We also promote the social, moral, spiritual and cultural development of our pupils, including a recognition and understanding of Fundamental British Values.

The school's overall ethos is built on the premise of you permit what you promote and you promote what you permit, with all pupils inspired to 'Dream, Believe and Achieve.' The school operates a mutually supportive approach, built on respect and a can-do culture. This is underpinned by our values; resilience, respect and aspiration. In its broadest sense the school promotes the following: The school operates in a traditional and evidence informed manner, with an improvement plan that hones in on the embedding and refining its culture and further refining and embedding our knowledge rich curriculum approach.

4: Rewards:

Pupils are divided into four houses (Oak, Maple, Chestnut and Willow), as are staff. Pupils are able to gain House Points for demonstrating positive behaviours, linked to the school's values. Broadly this looks as follows:

Value	House Points
Respect	Respectful of others and displays outstanding manners over time.
Aspiration	Shows outstanding resilience by being tenacious and consistently sticking to tasks.
Resilience	Shows aspiration by completing outstanding work consistently above expected level.

The accumulation of House Points can lead to pupils being awarded Bronze, Silver, Gold or Platinum awards, House Badges, rewards and Golden Tickets. All of this is designed to promote character and positive behaviour.

5: Home-School Agreement:

The Duston School home-school agreement is founded on a number of clear and easy to understand expectations, where all pupils should:

The pupils at TDS should:

- **Dream** big and show **respect** for all members of the school and wider community
- **Believe** that that can be the best and show **resilience** and commitment to their learning
- Work hard to **achieve** their dreams and fulfil their **aspirations**
- Demonstrate character
- Be the very best edit of themselves
- Attend school daily
- Arrive to school and all of their timetabled commitments punctually and on time
- Come to school dressed in the correct school uniform, fully equipped and with all of their homework completed
- Behave in accordance with the school's expectations, values and norms
- Adhere to the school's electronic devices policy

Parents/families are expected to support their child to adhere to these expectations.

6: Pre-emptive Strategies:

6.1 Transition

The school has a clear transition approach in place to induct new pupils into the school so that they are able to meet the school's expectations from day one.

During the summer term members of the senior leadership team and the pastoral team for Year 7 will visit the primary schools of schools sending 5 or more pupils to The Duston School that September. During these visits TDS staff will discuss with pupils what they can expect at secondary school, give them advice to reassure them about the transition to secondary school and share expectations about lessons, routines and behaviour. Staff will also meet with class teachers to discuss feedback about pupils, alongside written references and academic data. Where schools send fewer than 5 pupils these discussion will take place by phone and pupils will be invited to fact finders days together.

Fact Finders days will be also be offered to those pupils which the primary schools identify as vulnerable. This could include having a Special Educational Need or Disability, low confidence/self-esteem or any other reason that their primary school identifies. These are led by the

SENDCo and staff from the Positive Impact Centre (PIC). Fact Finders days offer an additional visit to the school before transition days to help settle initial nerves before the main transition event.

Transition takes place over two days where all new pupils attend TDS in July. Pupils are placed in their tutor groups and spend time acclimatising to the school. They also spend time in a carousel of lesson activities to give them a taste of lessons at secondary school.

In September pupils in Year 7 are the only pupils in Key Stages 3-4 to attend on the first two days of the new academic year within the secondary phase of the main school. This gives an additional two days of transition to remind pupils of expectations and how to navigate the school.

6.2 Line Ups & Assemblies

At the start of each day pupils line up in their tutor groups when they arrive at school from 8.25am to 8.35am. This allows key messages to be delivered to all pupils at the start of the day and to regulate the staggered and calm entry to the school building.

Each year group has an assembly once per week which focusses on a whole school theme. Senior and pastoral leaders, coupled with guest speakers, will deliver these over the course of an academic year. Once per term there is a house assembly which brings together pupils from Year 7-13 from the same house for a celebration of their collective and individual achievements.

6.3 Positive Impact Centre (PIC)

The school has a dedicated centre for supporting pupils' wellbeing and mental health called the Positive Impact Centre. Staff will liaise proactively with parents to refer pupils for support from the following seven strands:

1. Peer mentoring
2. Wellbeing interventions
3. Tailored support following a suspension/period of absence/crisis
4. Counselling
5. Further mental health support
6. English as an additional language (EAL)
7. Alternate provision programmes

More details about PIC can be found on the school website:

<https://www.thedustonschool.org/page/?title=Positive+Impact+Centre+%28PIC%29&pid=607> 7:

Definitions of poor behaviour:

The following examples of misbehaviour, but by no means is this an exhaustive list, will result in a sanction, as follows:

Examples of misbehaviour

- Poor behavioural decisions that break the school's classroom code of conduct
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform / equipment

- Non-compliance
- Poor punctuality to school and lessons
- Failing report
- Being out of bounds
- Swearing
- Unruly behaviour

Please note; the likely outcome of a misbehaviour is the issuing of a behaviour point, a same day centralised detention, isolation or being placed on report. It is possible a pupil could be suspended or permanently excluded and this is at the Principal's discretion.

Examples of serious misbehaviour

- Refusal to follow school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Arson
- Supplying or misusing any illegal drugs or alcohol
- Fighting or any form of physical attack
- Smoking and Vaping
- Racist, sexist, homophobic or discriminatory behaviour - Hate Crimes
- Explicit swearing at a member of staff or another pupil
- Fighting
- Bullying
- Defiance
- Truancy
- Refusal to attend detention
- Consuming or bringing in alcohol
- Bringing illegal substances to school (and distributing them)
- Bringing a weapon to school
- Assaulting a member of staff
- Possession of any prohibited items, which include but are by no means exhaustive: Knives or weapons; alcohol or illegal drugs, stolen items, anything smoking or vape related, fireworks or pornographic images, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Inappropriate mobile phone use, including taking videos/pictures of staff/pupils, distributing videos/pictures of staff/pupils, upskirting, bullying, spreading malicious rumours, refusal to hand items over to staff when requested etc

Please note that a serious misbehaviour could result in a suspension or permanent exclusion and the decision will be made ultimately by the Principal

8: Mobile Phone and Electronic Devices Use:

- Children found using mobile phones or electronic devices (including pen cameras) that are not for educational purposes will have their phone or electronic device (including headphones) confiscated.
- If parents have an emergency and need to contact their child, then they should do this by phoning or emailing the school reception. The school is then responsible for passing the message to the pupil. Similarly, if a pupil needs to contact home, then they can do so by going to reception before school, during morning break, lunchtime or after school.
- Pupils are not permitted, unless directed to by a teacher, to use their mobile phone in the school building.
- Post 16 pupils can use their mobile devices only in The Hub and the Upper Café area of the school.
- At no point should a pupil ever take a picture of a member of staff. The likely outcome is a suspension or permanent exclusion and the length of this suspension will be determined by the extent of the issue.
- Phones should be confiscated for the remainder of the week, including the weekend, and issued back to a pupil the following Monday (unless it is a Bank Holiday, then they will be issued on the Tuesday).
- All confiscated phones should be sent immediately to the Principal's PA.
- Where there are safeguarding concerns a school-based phone should be offered to a pupil.
- If a pupil refuses to hand a phone over then the pupil may be isolated. Parents should be notified and the phone still has to be confiscated.
- If a pupil persistently refuses to comply they need to be suspended.
- If a pupil has been suspended over phone use/a persistent refusal to comply with our phone policy the pupil still has to hand the phone over to the school following serving a suspension.
- At no point should any pupil bring a camera pen into school school. These are not allowed on school premises. This is a pen that has video recording functionality.

9: Lesson Removal and Isolation:

- A pupil should be isolated either for the lesson, half of the day or the whole day depending on the scale of the incident and if there are any contextual factors that we are aware of.
- When a pupil is isolated they should be based either inside or directly outside a pastoral or senior leader office, they can then be placed at the back of lessons.
- Refusal to comply with isolation will result in a suspension.

10: Reintegrating Pupils Following Suspensions:

There is a tiered approach, which looks as follows:

Reintegration 1: Assistant Director of Year (ADOY)/Director of Year (DOY)

Reintegration 2: DOY/AP

Reintegration 3: AP/VP

Reintegration 4: VP

Reintegration 5: Principal

11: Report Cycles:

Pupils should be placed on report as follows:

Stage 1: Tutor Report - There should be a clear communication home

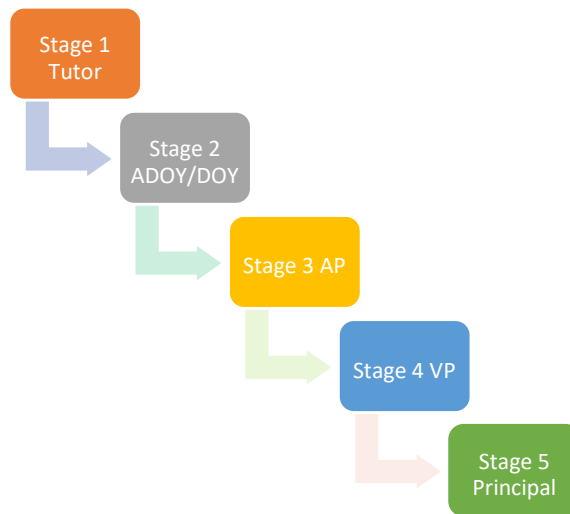
Stage 2: ADOY/DOY Report – There should be a meeting with parents

Stage 3: AP Report – There should be a meeting with parents

Stage 4: VP Report – There should be a meeting with parents

Stage 5: Principal Report – There should be a meeting with parents

Visually this looks as follows:



Please note that a pupil could serve a suspension, be offered a managed move or be issued a permanent exclusion as part of this process, pending their behaviour.

12: Managed Moves:

Managed moves will be sought usually as a means to avoid a permanent exclusion, however there are a number of other reasons such as attendance or social issues that may make a managed move necessary. Typically, a student that is struggling to regulate their behaviour at school will be provided with a number of supportive systems, such as report, intervention in PIC and regular communication with home. This can culminate in the student being referred to the Alternative Provision, where they will spend up to twelve weeks working with specially trained staff and external professionals to help give them strategies and skills to assist with their transition back into mainstream.

If the use of the onsite Alternative Provision has not been successful then there are two routes open to the school/parents:

1. An off-site direction is a temporary move to a different school in discussion with both schools and parents. An off-site direction could then lead to a permanent managed move to the other school or a return to the original school.

2. A managed move is where a school arranges for a pupil to permanently move to a different school in discussion with that school and parents in a planned way.

In both instances' parents would need to agree and another school would need to be found who is willing to offer a school place in this way.

12: Attendance:

The school targets all pupils to have 96% attendance or above across the academic year. Students are supported in their attendance through the processes and stages. Intervention and support strategies are in place depending on the attendance stage. This includes letters, attendance surgeries with pastoral staff, offers of an EHA (Early Help Assessment), parental contracts and if necessary referrals to the local authority. It is a parent's legal duty to make sure their child attends school and a parent is committing an offence if they fail to ensure their child attends regularly. Further details on attendance matters can be found through the attendance policy found on the school website.

13: Punctuality:

- If a pupil is late to school they should serve a same day 20-minute detention
- If a pupil is unacceptably late to lesson they will receive a behaviour point. Absence from lesson will result in matters escalating to truancy with the appropriate safeguarding interventions implemented
- Repeated lateness will result in a pupil being placed on report to monitor movement around the school

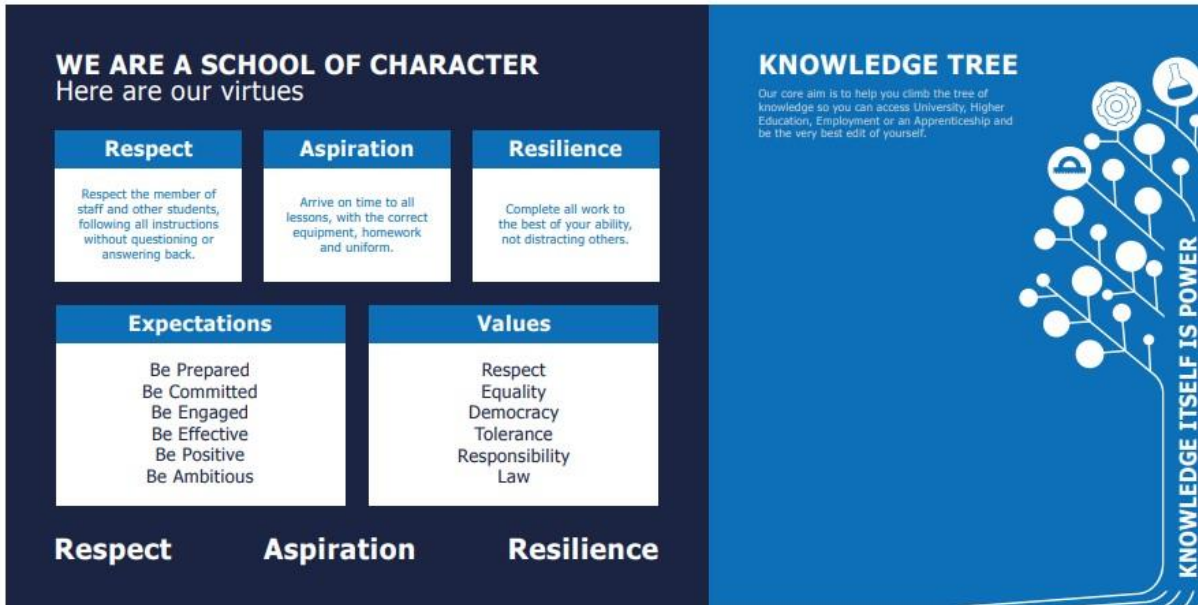
14: Homework:

- Failure to complete a piece of homework results in a 40-minute detention

15: Behaviour Points:

- If a pupil receives a behaviour point that is their warning for the day
- If a pupil receives 4 or more behaviour points in a week they should go on report
- If a pupil receives 2 behaviour points or more in a day then they serve a 20-minute detention
- If a pupil receives 3 behaviour points or more then they serve a 40-minute detention
- If a pupil receives 4 behaviour points or more then they serve a 60-minute detention
- If a pupil is in detention twice in a week they will also serve a 90-minute SLT detention

Behaviour points link to our classroom code of conduct and can also be issued for poor behavioural choices in the corridors, toilets and at break or lunchtime. The classroom code of conduct looks as follows:



16. Bullying:

Bullying – see anti bullying policy

17: Expected Equipment:

The school has an expectation that pupils are fully equipped and ready for all lessons. Within normal school lessons the minimum expectation for pupil equipment is:

Years 7 – 10 – A school bookbag with:

1. Pencil case containing two pens, one pencil, one rubber and one ruler
2. Knowledge Organisers for the current as provided by class teachers
3. School PE kit in line with school uniform policy, contained in a drawstring PE kit bag
4. A mini white board and pen

Years 11 – 13 a school bag or rucksack in line with school uniform policy with:

1. Pencil case containing two pens, one pencil, one rubber and one ruler
2. Knowledge Organisers for the current as provided by class teachers
3. School PE kit in line with school uniform policy, contained in a drawstring PE kit bag
4. A mini white board and pen

New pencil cases and replenished equipment supplies will be provided at the start of each academic year and at the start of the spring and summer term. School bags, pencil cases and Knowledge Organisers, in the first instance, will be issued by the school.

Children who are pupil premium can request additional resources to be provided through pp@thedustonschool.org in accordance with pupil financial allocations.

If pupils fail to meet the minimum pupil expectation for equipment then a behaviour point may be awarded.

18: Uniform:

The Duston School uniform is integral to our approach. Pupils should wear their uniform with pride, signifying that they are ready to learn. Our uniform approach promotes inclusivity and supports our purposeful learning environment. It is one of the outward signs by which the local community recognises and makes judgments about the pupils. It is important for pupils and the school that the way pupils present themselves is positive and acceptable and supports a well ordered and smart establishment. It is expected that all pupils will come to The Duston School every day correct uniform as we want our students take pride and belonging to the school. The support of parents in ensuring this is expected. These items listed form the regulation Duston School uniform and must be worn on a daily basis. Items marked with an asterix must be purchased from the school uniform stockist.

Primary Phase – Autumn/Winter

- The Duston School (Primary Phase) navy jumper*
- Pale blue polo shirt
- Navy pinafore dress or skirt with navy tights or under the knee socks
- Black trousers with black/grey ankle socks
- Shoes should be plain black and a low supportive style. Training Shoes of any type are not allowed apart from PE lessons
- The Duston School or plain blue book bag*

Primary Phase – Summer

- Pale blue checked summer dresses with white ankle socks. Ankle socks may be trimmed with blue
- May continue to wear long black trousers or may wear grey just above the knee shorts.

Secondary Phase

- The Duston School black blazer with school badge plus year colour flash*
- The Duston School V necked sleeveless jumper with school badge*
- Years 7 to 10 to wear a sky blue shirt, Year 11 to wear a white shirt
- Black school skirt of free flowing nature (from uniform shop*) or black trousers
- Flat, black leather shoes that can be polished, are not patent or suede, and have a rigid sole. Training shoes of any type are not allowed apart from PE lessons.
- The allocated house badge
- The TDS book bag must be in school on the student every day for Knowledge Organisers and pencil cases
- Pupils are only permitted to wear one item of jewellery, eg one set of earring, one ring, one bracelet. Nose piercings are not permissible and pupils should wear a retainer.

Post 16

- Office attire – The full Sixth Form dress code can be found on the school website

Please note that support for families struggling to pay for uniform can be sought via the school's hardship fund and via our approach to Pupil Premium - [The Duston School - Pupil Premium](#)

Physical Education Uniform

It is essential that pupils arrive to PE lessons equipped for learning with the correct uniform in order to participate safely in the specific activity being taught.

The PE uniform policy is available on the website and specifies the appropriate uniform for PE lessons for all pupils. In order to ensure pupils are equipped for learning in PE lessons, the following system is in place when pupils do not arrive with their correct uniform without a valid reason:

All pupils should participate in PE lessons, in the full correct attire (unless there is a medical exemption). Failure to bring a PE kit to school and engage with PE will result in the following:

A behaviour point (BP) will be issued on each occasion, but escalation of sanctions as follows:

- 1st offence – BP
- 2nd offence – BP
- 3rd offence – 20min detention
- 4th offence – 40min detention
- 5th offence – 60min detention
- 6th offence – 90min SLT detention

19: Primary Phase Specific Approaches 19.1 Aims

- To encourage a positive, calm and orderly atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence, resilience and self-discipline so that each child learns to accept responsibility for his/her own behaviour and actions.
- To have a consistent approach to behaviour throughout the school with consistent expectations.
- To ensure a safe and engaging environment where all children can learn.
- To ensure the whole school community has an understanding and awareness of the expectations.

19.2 Children will be asked:

- To work to the best of their abilities and allow others to do the same.
- To have the highest standard of politeness and courtesy.
- To get on well with each other, listening to others viewpoints and helping each other whenever possible.
- To respect all members of the school community, their beliefs and values.
- To take care of property and the school environment both inside and outside.

19.3 Staff will be asked:

- To build positive relationships and treat all children with care.
- To not shout at or humiliate children.
- To be the role model, reinforcing positive behaviour.
- To relate to children and each other in a calm and quiet manner.

- To raise children's self-esteem, independence and resilience.
- To trust, listen and respect every member of the school community.
- To create a safe environment, physically and emotionally.
- To ensure that the planned lesson supports all learners.
- To use expectations, rewards and sanctions consistently and fairly.
- To recognise children's fears and individual challenges they may face and seek advice or support when needed.
- To teach expected behaviours and routines.
- Deal with confrontation quietly and with respect.

19.4 Positive Behaviour Management

We support our children and staff by ensuring that they understand the school's behavioural expectations, acknowledging and rewarding good behaviour and using sanctions when unacceptable behaviour occurs. We aim to work in close partnership with parents to support positive behaviour choices. To encourage children to make the correct behaviour choices, we will support children by building positive relationships with them, using smiles, positive body language, the use of praise and awarding house points.

19.5 We aim to encourage outstanding behaviour for learning in school by:

- Making our expectation clear.
- Staff modelling high standards of courtesy to all members of the school community.
- Promoting good manners and mutual respect.
- Encouraging children to take responsibility for their own actions and choices.
- The use of positive praise.
- Being consistent with rewards and sanctions.
- Knowing our children as individuals.
- Teaching routines and behaviour expectations.
- Promoting a positive, calm and orderly atmosphere throughout the school.

19.6 Expectations

- Children will be greeted on their way into school each morning.
- Children are expected to be responsible and organised in putting their belongings away and ready for the day.
- On entering the classroom, children will be acknowledged by the member of staff welcoming them to start the day.
- Children will be provided with a morning learning to complete so that they have a purpose as soon as they enter their classroom.
- Children will be lined up in single file for movement from the classroom and will be led by a staff member in an orderly, quiet and calm manner.
- Children will be led to or collected from the playground/lunch hall by the teacher/TA at all times.
- Playtimes and lunchtimes should be calm. Children should be encouraged to play together and the same behaviour expectations as in the classroom must be adhered to.
- At the end of the school day, children should be escorted safely and in a calm manner to their home time area. Teachers are to supervise the children leaving the premises safely.

- All staff should be highly visible around the school site to ensure that all these procedures are operative.

19.7 Rewards

- The use of appropriate praise
- Positive body language
- Achievement Assembly and Hot Chocolate Friday
- House points/stickers
- Star of the lesson
- Visit to Phase Leader, Deputy Headteacher or Headteacher

19.8 Unacceptable behaviours

We have identified some behaviours which are unacceptable in school and have ordered them in order of their severity. Children will learn about these behaviours and why they are not acceptable at The Duston School. These be will displayed around the school. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Types of bullying include: emotional, physical, racial, sexual, verbal and online.

Level 1	Level 2	Level 3
Calling out Low level disruption Rough play Being unkind	Repeat of L1 behaviour Answering back Not following instructions Dishonesty	Repeated L2 behaviour Using bad language Deliberately hurting somebody Bullying Racist, homophobic, sexist or similar language Damaging property Spitting

Sanctions

Occasionally positive praise may not be enough and sanctions may be deemed to be necessary. Consequences will be discussed with the children and displayed around the school. Sanctions will be used consistently and fairly.

Level 1	Level 2	Level 3
Warning Pupil to speak with adult at the end of the session.	Pupil removed to another class (5/10 minutes) Pupil to see class teacher/Phase Leader at break/lunch for minimum of 5 minutes EYFS KS1 and 10+ minutes KS2. Parents informed at the end of the day.	<u>Pupil removed to another class for remainder of the lesson. Work taken, finished at home if not completed.</u> Pupil to see HT/DHT at lunchtime for a minimum of 10 minutes EYFS KS1 and 20 minutes KS2 <u>and/or removal from classroom.</u> Parents informed and may be invited in to school to discuss further strategies with class teacher.

	x3 yellow cards or x2 red cards in same half term = On report for a week to Class Teacher/Phase Leader – Parents informed Repeated 'on report' to DHT – Meeting with parents Repeated 'on report' to HT – Meeting with parents Repeated 'on report' to Principal – Meeting with parents
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19.9 STUDENT CARE MODEL

- **Stage 1 (Level 1)** **(Level 2):** Class teacher calls home, 5-day report, notifies Phase Leader of concern.
- **Stage 2 2):** Parent meeting with the **class teacher** and **phase leader**, a further 5 day report, notifies DHT.
- **Stage 3 (Level 2)** **3):** DHT meeting with parent with **class teacher**, a further 5-day report. **(Level 3)**
- **Stage 3 3)** **3):** HT meeting with parent with **class teacher**, a further 5-day report.
- **HT** to then decide on possible further action e.g. Suspension, Managed Move, Exclusion.
- **Stage 4: Principal** – (*If a primary child gets to this point, this means exclusion or a managed moved is being considered*).

19.10 Physical Restraint

In some exception circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

19.11 Suspensions / Exclusions

In very rare cases it may be necessary to suspend a child for a period of time. A fixed term suspension may be used for a one-off breach (or persistent breaches) of the school's Behaviour Policy. A Permanent Exclusion will only happen in response to a serious one-off breach or persistent breaches of the school's Behaviour Policy and will only be used as a last resort after all other possible avenues have been explored. Suspension and exclusion would be carried out in accordance with LA guidance and reported to the Local Authority. This would also be recorded in the child's confidential pupil profile along with further details of the incident. Very careful arrangements will be made to ensure that any child returning to school after a period of suspension is helped to behave appropriately.

20. Roles and responsibilities:

20.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

20.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

20.3 Staff

Staff are responsible for:

- Implementing the behaviour policy and promoting the strategies within the student care model consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

20.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the tutor promptly

21: Off-site behaviour

The school will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so.

When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school staff will consider:

- Whether the pupil is taking part in any school-organised or academy-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or - the severity of the misbehaviour,
- Whether the pupil's behaviour could have repercussions for the orderly running of the school,
- Whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or Trust.

22: Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will address the behaviour in accordance with this policy. The Principal will also consider the pastoral needs of staff accused of misconduct.

23: Behaviour management 23.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Staff may use any of the following points however this is an exhaustive list:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the whole school expectation within their classroom
- The member of staff has planned the lesson appropriately to support all learners
- The member of staff has communicated any concerns around previous behaviour to the tutor who has then communicated with parents / carers via phone call, email exchange or meeting
- The member of staff has asked for support and guidance from their department / area of the school they are working
- The member of staff has asked for support and guidance from the pastoral team – tutor / ADoY / DoY and SLT
- The member of staff has deployed other adults in the room appropriately
- The member of staff has used prior attainment / student data for lesson planning / dealing with a follow up to an incident (outside of lesson)
- The member of staff has used the SEND / PP passport to support
- The member of staff has asked the student to move seats within the class
- The member of staff has spoken to the student in a personalised way (one to one discussion) either prior to or during the lesson / in corridor
- The member of staff has used encouragement and / or praise
- The member of staff has applied the de-escalation method to defuse the situation
- The member of staff has asked the student to stand outside of the classroom for a couple of minutes (no longer than 5 minutes) to help defuse the situation
- The member of staff has reminded the student of their report targets (if applicable)

23.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

24: Confiscation and Contraband

Any prohibited items found in a pupils' possession will be confiscated. These items will not be returned to the pupil. The school will also confiscate any item which is harmful or detrimental to the school. These items may not be returned to pupils after discussion with senior leaders and parents. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

25: Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. In order to support students' misbehaviour a structured approach to intervention is in place

Stage 1: Tutor – Calls home, report, notifies DOY of student concern, letter home

Stage 2: DOY – Face-to-face with parent (DOY and tutor), report, notifies SLT lead, student can be placed in after-school DOY detention or isolation, letter home

Stage 3: Assistant Principal – Notifies School Attendance Support Officer, Face-to-face with parent (Tutor, DOY and AP), report, notify Vice Principal of issues, student can be placed in isolation or SLT detention, letter home

Stage 4: Vice Principal – Notifies EIPT, Face-to-face with parent (Tutor, DOY and AP), report, notify Principal of issues, student can be placed in isolation or SLT detention, letter home

Stage 5: Principal – Notifies EIPT, meeting with parent (DOY, AP and Principal), Principal report, student can be placed in isolation with Principal, SLT detention, suspension or managed move When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

26: SEN

We consistently promote an inclusive culture with high standards of behaviour and provide support to ensure that all students can achieve. Our expectations create a calm and purposeful environment which benefits all pupils, including those with SEND.

We use the graduated approach of assess, plan, deliver and review (APDR) to ensure the appropriate support is provided.

Staff at The Duston School receive frequent training for managing, identifying, supporting and deescalating behaviours.

Both the primary and secondary phase have clear and consistent behaviour expectations for all children, including those with SEND. However, we aim to consider the unique needs of each individual pupil and provide appropriate support to help them meet these expectations.

27: Investigations

Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences must be carried out by two staff together. Secondary age pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. Primary aged pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible. [The School uses Close Circuit Television ("CCTV") within its premises. One reason why the School uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the School's CCTV policy and privacy notices for more information.] When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities. In exceptional circumstances, pupils may receive a fixed term suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy. 9. Pupil transition to ensure a smooth transition from primary to secondary school pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

28: Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process, this can be accessed through the CPD / Twilight sessions, briefings and or faculty meetings.

29: Monitoring arrangements

This behaviour policy will be reviewed by the Principal and the governing body every year.

30: Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- SEND policy
- Anti-bullying policy