

THE DUSTON SCHOOL

Behaviour Policy

Approved by: Board of Trustees

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation and statutory requirements:

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

- [Behaviour in schools: advice for principals and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- In addition, this policy is based on:
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities:

3.1 The Trust Board:

The trust board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the principal
- Monitoring the policy's effectiveness
- Holding the principal to account for its implementation

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

3.2 The Principal:

The Principal is responsible for:

- Reviewing this policy in conjunction with the trust board.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- The principal is responsible for:
 - Reviewing and approving this behaviour policy
 - Ensuring that the school environment encourages positive behaviour
 - Ensuring that staff deal effectively with poor behaviour
 - Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

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- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

3.3 Staff:

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

3.4 Parents:

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

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- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

3.5 Pupils:

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

3.4 Virtual School (VS) Responsibilities:

The Virtual School plays a strategic and advisory role for Children in Care (CiC), Looked After Children (LAC) and Previously Looked After Children (PLAC). It does not set behaviour sanctions but works in partnership with The Duston School to ensure behaviour responses are trauma-informed, attachment-aware and safeguarding-led.

The VS will:

- Attend or contribute to suspension readmittance meetings.
- Attend or contribute to behaviour panels, governor reviews or multi-agency discussions.
- Ensure behaviour policies take account of trauma, attachment and adverse childhood experiences (ACE).
- Advocate for reasonable adjustments where behaviour is linked to unmet need.
- Challenge decisions where permanent exclusion is being considered, ensuring it remains a last resort.
- Promote contextual safeguarding approaches and multi-agency planning.

4. 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 Primary Phase has introduced a motto of 'Be Your Best' which is underpinned by the values: Care, Challenge and Succeed. 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.

5: Rewards:

At The Duston School, the rewards system reinforces the core values of Respect, Aspiration, and Resilience. Pupils and staff are organised into four houses — Oak, Maple, Chestnut, and Willow — and a key feature of the system is the awarding of *House Points* to students who consistently demonstrate these values in their daily school life.

House Points are given for a wide range of positive behaviours. For example, students may earn points for showing respect through their interactions with others and their conduct around the school. Aspiration is rewarded when students consistently complete work above expected standards, demonstrate tenacity, or maintain a strong commitment to their learning. Resilience is acknowledged when students persist through challenges and maintain high levels of effort over time. These behaviours are clearly defined, making the rewards system transparent and fair for all students. By highlighting and reinforcing the behaviours the school wants to see, the system contributes to a supportive and aspirational learning environment where every student is encouraged to succeed.

The house system introduces a collective element to the rewards structure, encouraging teamwork and a sense of community. Students contribute to the success of their house by earning points, and this fosters a positive, competitive spirit within the school. It also aligns with The Duston School's broader ethos of helping students *Dream, Believe and Achieve*.

In addition to house points, pupils in the primary phase are able to earn awards for demonstrating the phase values of Care, Challenge and Succeed. These awards include: Star of the Lesson, Stickers and Gold Cards which can be earned in lessons and Star of the Week, Hot Chocolate Friday, and Reader of the Week which are awarded in the primary phase weekly Achievement Assembly.

For further details regarding rewards please refer to the school's rewards policy.

6: 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

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- 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.

The Primary Phase home-school agreement encourages our pupils to Be Their Best.

The Duston Primary Phase will:

- Ensure that your child is encouraged to be their best by trying their hardest in all that they do
- Provide an environment where your child is cared for, challenged in their learning and their achievements are celebrated
- Inform you of any concerns regarding your child's well-being, attendance, behaviour or academic progress
- Ensure that you know how to contact us and are welcome to do so

The Parents/Carers will:

- Encourage my child to do their best and support the school's policy on behaviour
- Support my child with homework tasks and ensure that it is handed in on time
- Make sure that my child wears suitable, named clothing in line with the school's uniform policy
- Not use social media sites to make any comments about the school
- Inform the school immediately of any concerns

The child will:

- Tell a member of staff if I am worried or unhappy about anything
- Behave sensibly so that we are happy and safe as we learn
- Work hard and do my best
- Wear my school uniform correctly and be tidy in appearance
- Ensure that I have consent before I bring a phone to school and will hand it in to the primary office on my arrival (Year 5 and 6).

7. Pre-emptive Strategies:

7.1 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.

Primary phase:

The transition approach for our primary age pupils ensures that families feel valued and understand our expectations as soon as they enter the school. Initial 1:1 tours of the school are conducted by primary leaders. During the summer term prior to children starting school, key information is sent to parents and primary staff visit preschool settings to meet the children and have initial discussions with the staff. When required, the primary phase SENDCo arranges follow-up visits and meetings with nursery staff and families. Stay and play sessions give children a taste of school life, for a short session, with a small number of children.

A short, phased start into full time school, in September, is designed so that children can build strong relationships with staff, children are supported to feel confident in their new environment and routines are introduced and practised with fewer children. Teachers hold 1:1 virtual parent meetings where individual pupil information is shared and questions addressed. Parents are invited to a welcome meeting where key information about the reception year is shared and a more informal coffee and cake session where parents can speak to parents and staff.

Secondary phase:

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 discussions 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.

7.2 Line Ups & Assemblies:

The primary phase begins each week with a school assembly based on the phase values of Care, Challenge, Succeed and the British Values. This assembly sets the scene for the week and includes reminders of school expectations. Each week focuses on a different theme which include: belonging, perseverance, tolerance, gratitude, respect and inclusion.

At the start of each day pupils in the secondary phase 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.

7.3 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>

8. 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

Behaviour Policy

- 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 (non-negotiables):

- 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
- Misogyny
- Explicit swearing at a member of staff or another pupil
- Fighting
- Bullying
- Defiance

Behaviour Policy

- 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.

9. Mobile Phone and Electronic Devices Use:

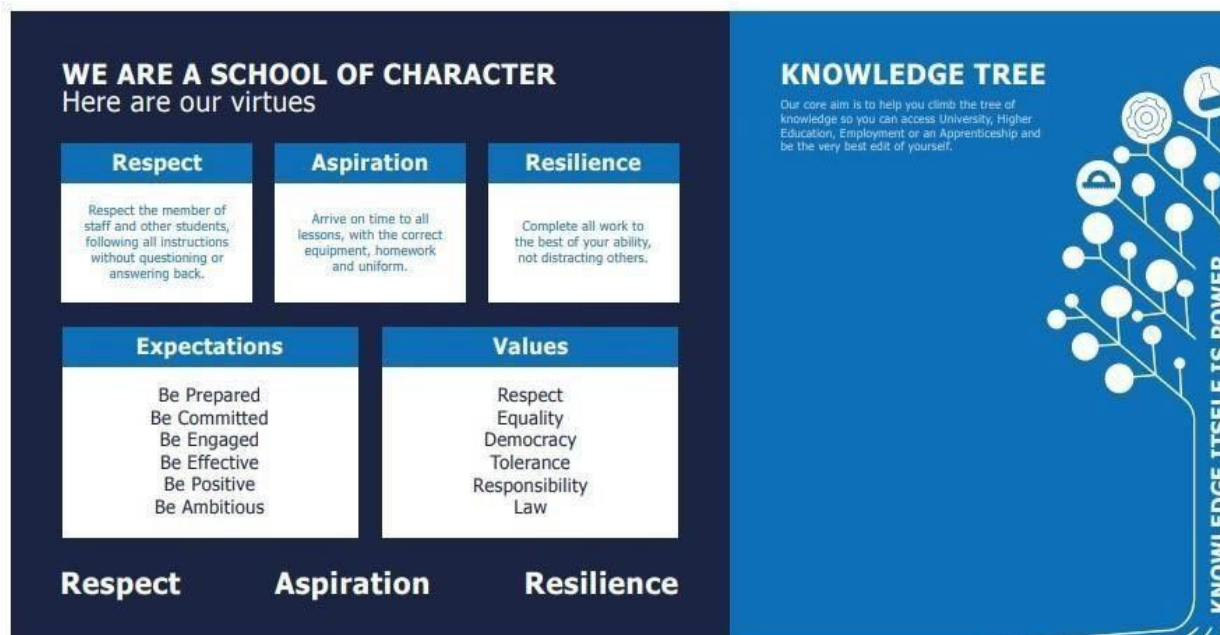
- Children found using mobile phones or electronic devices (including pen cameras) that are not for educational purposes will have their phone or electronic device (including headphones) confiscated.
- If parents have an emergency and need to contact their child, then they should do this by phoning or 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. This will be treated as an example of serious misbehaviour.
- Phones will 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). If it is the last week of a half term the phone will be returned on the last school day of the half term.
- When a phone is confiscated, this will be logged on class charts by the member of staff that took the phone and parents will receive an automatic email to inform them via Class Charts.

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- 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 will be isolated. Parents or guardians should be notified to assist in getting the pupil to hand their device in.
- If a pupil persistently refuses to comply they will 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 until the following Monday.
- At no point should any pupil bring a camera pen into school. These are not allowed on school premises. This is a pen that has video recording functionality.
- Pupils in Year 5 and 6, who walk to or from school alone, must seek consent to bring their phones to school. These are taken to the school office immediately and collected at the end of the day.

10. Behaviour Points:

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:



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Primary Phase:

The primary phase has a clear set of consequences in place which are used consistently and fairly across the phase.

- Stop and Think cards are issued for calling out, low level disruption, rough play and being unkind.
- Yellow behaviours are: a repeat of Stop and Think behaviour, answering back, not following instructions and dishonesty. Pupils in EYFS and Key Stage 1 miss 5 minutes of break with their teacher and Key Stage 2 pupils miss 10 minutes of lunchtime break with a member of the primary leadership team.
- Red behaviours are: a repeated yellow behaviour, using bad language, deliberately hurting somebody, bullying, racist, homophobic, sexist or similar language, or damaging property. Pupils in EYFS and Key Stage 1 miss 10 minutes of break with their teacher and Key Stage 2 pupils miss 20 minutes of their lunchtime break with a member of the primary leadership team.
- Staff contact parents on the day of any Yellow or Red behaviours and all behaviour are logged on Class Charts.

Secondary Phase:

Should a pupil in the secondary phase receive behaviour points the following action will be taken:

- If a pupil receives 1 behaviour point that is their warning for the day. Parents will see this on Class Charts.
- Unless that behaviour point is for swearing, being out of bounds or boisterous behaviour in which case they serve a 20-minute detention.
- 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 in a day then they serve a 40-minute detention.
- If a pupil receives 4 behaviour points or more in a day then they serve a 60-minute detention.
- If a pupil receives 4 or more behaviour points in a week they should go on report to their tutor.
- If a pupil is in detention for a removal or truancy twice in a week they will also serve a 90-minute SLT detention.
- If a pupil receives 3/4/5/6+ behaviour points for repeatedly not having their PE kit within a school year they will set a 20/40/60/90 minute respectively.

All behaviour points and detentions are shown on Class Charts. Parents can see the reason for the behaviour point and look at summary information for their child. Parents can see the date and duration of all detentions.

Parents will receive an automated email when their child receives a detention. Detentions are set on the same day unless it is triggered after the end of the school day. If a detention is rescheduled, then parents will receive another email.

If a parent wishes to discuss the reason for a child receiving a detention they should contact the form tutor in the first instance. Parents wishing to rearrange a detention due should contact the Assistant Director of Year. This will only be permitted in exceptional circumstances.

11. Lesson Removal, Truancy and Isolation:

If a pupil receives a behaviour point for disruptive behaviour in a lesson and does not heed this warning, the teacher may issue the pupil with a removal. Alternatively, a pupil's behaviour may be so poor that it warrants an immediate removal without a prior behaviour point warning.

If a pupil does not attend a lesson or is significantly late to lesson without an acceptable justification they will be recorded as truanting.

- If a pupil is removed from a lesson then they serve a 40-minute detention.
- They will be removed to sit in another lesson or office to be supervised by a senior member of staff until the end of that lesson. They will then continue to attend other lessons.
- If a pupil is found truanting, they will be returned to the correct lesson and they will serve a 40-minute detention.
- If pupils refuse to comply they will be isolated.

A pupil may be isolated for the above reason or as a result of a serious incident outside of lesson.

- A pupil should be isolated for the remainder/whole of the day whilst the matter is investigated by the pastoral team.
- When a pupil is isolated they should be based either inside or directly outside a pastoral or senior leader office or in their lesson.
- While isolated the pupil will be expected to complete work from their normal lessons. This will be brought to them by student reception. They may also need to write a written statement.
- Pupils may be returned to lessons if an investigation concludes that no serious breach of school discipline has occurred or if the issue can be resolved another way.
- Refusal to comply with isolation will result in a suspension.

12. Suspensions and Permanent Exclusion:

If there is an incident of serious misbehaviour that involves one or more pupils that may warrant a suspension or permanent exclusion this will be initially reviewed by the Assistant Principal who oversees the year team for that pupil. Subsequently they will seek approval for a suspension or permanent exclusion from two Vice Principals and the Principal.

During this process the pupil and any witnesses will be asked to write and sign a written statement. There may also be verbal interviews to seek clarification which will be recorded in the written statement.

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The review will consider the evidence in these statements and any contextual factors such as provocation, bullying, SEND and safeguarding to conclude if there should be a suspension or permanent exclusion. It will also consider the length of the suspension, bearing in mind these factors and prior suspensions.

At least one parent will be informed of the suspension or permanent exclusion on the day that it is determined by phone. If it is not possible to get through a voicemail or email should be sent. In the case of separated parents this should be the parent with whom the child is residing at the time of the suspension. It is the responsibility of parents to communicate with each other about the suspension so that both parents are aware and can organise matters such as supervision, consequences at home and attendance to the readmission meeting.

Parents will receive a letter from the school outlining the suspension or permanent exclusion reason, dates and with information regarding this policy. They should also be informed of the complaints policy and right to appeal if relevant.

Parents will be invited to a readmission meeting prior to the child returning from suspension. During this meeting there will be a discussion about:

- The incident itself.
- The pupil will be reminded of the expectations of the school.
- What support can be offered to the pupil to help them comply with school rules. This may include a referral to PIC or an outside agency.

The meeting will be held in school following 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

Should a pupil reach stage 5 of the above process there will be a review to consider permanent exclusion for persistent defiance.

For further information regarding suspensions and permanent exclusion please refer to the separate Suspensions and Permanent Exclusions policy.

12.1

The Virtual School (VS) plays a strategic and advisory role for Children in Care (CiC / LAC) and Previously Looked After Children (PLAC), rather than a direct disciplinary one.

- The VS does not set behaviour sanctions, but will ensure:
 - Attend any suspension readmittance meetings

Behaviour Policy

- Behaviour policies take account of trauma, attachment, and adverse childhood experiences (ACE).
- Schools apply reasonable adjustments where behaviour is linked to unmet need.
- Permanent suspensions are treated as a last resort, with strong challenge where appropriate.
- For non-negotiable behaviours (e.g. violence, serious defiance, safeguarding breaches):
 - The VS ensure TDS will:
 - Follow statutory guidance and school policy consistently.
 - Balance consequences with contextual safeguarding and vulnerability.
 - The VS will:
 - Attend or contribute to behaviour panels or reviews.
 - Advocate for alternative strategies before escalation (e.g. pastoral intervention, managed moves, provision adjustments).

13. Report Cycles:

Primary Phase:

There is a clear system in place for placing a pupil on report in the primary phase.

Stage 1: x3 yellow incidents in same half term or x2 red in the same term - on report for 5 days to Phase Leader.

Stage 2: Repeated 'on report'. Parent meeting with the class teacher and phase leader – on report for 5 days to Deputy Headteacher or Headteacher of the primary phase.

Stage 3: DHT/HT meeting with parents and class teacher – further 5 days report to HT. HT to then decide on possible further action eg. Suspension.

Stage 4: Principal – 5 days report to the Principal. Meeting with parents. If a primary child gets to this point, this means that the pupil is at risk of permanent exclusion.

Secondary Phase:

Pupils should be placed on report when there is a clear pattern of poor behaviour, for example if they accrue 4 or more behaviour points in one week. Report itself is a way of monitoring not a sanction.

There is a tiered approach as follows:

Stage 1: Tutor Report - There should be a clear communication home via email or phone.

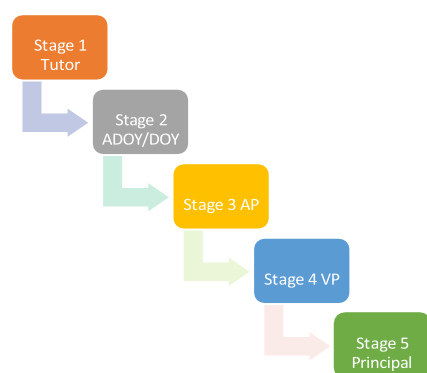
Stage 2: ADOY/DOY Report – There should be a meeting with parents.

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.

At each stage the child should be on report for at least 10 days. It may be passed/extended/failed at that point by the member of staff using their professional judgement to determine. They will contact home to explain why and discuss the next steps.



14. Attendance:

The school targets all pupils to have 96% attendance or above across the academic year. They are reminded of this expectation during line ups and assemblies. Pupils are rewarded for good attendance within the rewards policy.

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. 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.

Further details on attendance matters can be found through the attendance policy found on the school website.

14.1 Punctuality:

For primary phase pupils, the phase attendance procedures are in place to support families in ensuring that pupils arrive between 8.45am and 9.00am.

For secondary phase pupils they should arrive by 8.20am and wait in their allocated area of the car park. If pupils arrive after this time they will need to enter via main reception and sign in. Detention are set for lateness unless a parent contacts the school with evidence of a suitable explanation:

Behaviour Policy

- **Arrival between 8.30am to 9:00 am:** 20-minute same-day detention
- **Arrival between 9:01 am and 9:30 am:** 40-minute same-day detention
- **Arrival between 9:31 am and 10:00 am:** 60-minute same-day detention
- **Arrival after 10:01 am:** 60 minute same-day detention plus a 90-minute SLT detention.
- Persistent lateness may result in isolation.

Late to lesson:

- If a pupil is late to lesson, they will receive a behaviour point.
- If a pupil is significantly late this will be considered truancy.
- Repeated lateness will result in a pupil being placed on report to monitor movement around the school.

15. Homework:

Primary phase:

Homework in the primary phase can add much to a pupil's attainment and is, therefore, an important part of a child's education. Reading is at the heart of The Duston School curriculum and is the homework priority. Practising and revisiting key basics supports children in building fluency which can then be applied across the curriculum. All homework set, in the primary phase, focuses on children practising the core skills in reading, spelling and number facts. The expectation is that children practise these skills daily.

Secondary phase:

Pupils in secondary phase are given a printed copy of their knowledge organiser for each of their subjects. This contains the relevant homework for the term. Pupils will be given the deadline to write in the space provided. Knowledge organisers are also placed on the school website.

The class teacher will also record the homework on Class Charts for pupils and parents to access. On Class Charts there is a homework feature that can be used to track deadlines and submissions.

Pupils and parents should contact the class teacher if there are any issues with completing the homework.

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

16. Bullying:

The Duston School's is committed to ensuring every pupil can learn and live in a respectful, safe, and supportive environment. Our anti-bullying policy makes clear what is defined as bullying and that it will not be tolerated.

When incidents do occur, the school aims to support victims, hold perpetrators to account through escalation of sanctions, and work to change behaviour. Reporting routes are clearly set out, investigation is to be prompt and fair, and the school monitors bullying closely to detect patterns and respond systemically.

For further information regarding bullying please refer to the separate Anti-bullying policy.

17. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

18. Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 8) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact an appropriate person, to try to determine why the pupil is refusing to comply.

Behaviour Policy

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 8, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 8) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 8), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 8). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

Behaviour Policy

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the principal
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

19. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

20. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

21. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, an appropriate member of staff will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

22. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child protection and Safeguarding policy for more information.

23. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

24. Responding to misbehaviour from pupils with SEND

24.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. For example:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (such as the SEND hub or the Positive Impact Centre) where pupils can regulate their emotions

24.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

24.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

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/carers to create the plan and review it on a regular basis.

24.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

25. Training:

As part of their induction process and continuous professional development, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint.
- The needs of the pupils at the school.
- How SEND and mental health needs can impact behaviour.

26. Links with other policies:

This behaviour policy is linked to the following policies:

- Safeguarding policy
- SEND policy
- Anti-bullying policy
- Attendance policy
- Suspension and permanent exclusion policy
- Equality Information and Objectives

27. Monitoring and review:

27.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusions and suspensions.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Perceptions and experiences of the school behaviour culture for staff, pupils, trustees and other stakeholders (via anonymous surveys).

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the principal and trust board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the trust board annually.

Appendix 1: Written statement of behaviour principles

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 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.

Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- The school employs a range of pre-emptive strategies to ensure that pupils develop positive behaviour.
- There is a focus on celebration and rewards, with a well-established house system.
- The values of respect, aspiration and resilience are promoted throughout the school.
- There is a clear and well-communicated classroom code of conduct.
- The school's behaviour expectations are understood by pupils and staff
- Reward and sanctions are consistently applied in accordance with the school's Behaviour, Suspension and Exclusion Policy.
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full trust board annually.