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Dyson Perrins Church of England Academy

Behaviour

Approved by the Governors: September 2025

1. Purpose of policy

The behaviour policy at Dyson Perrins CE Academy has been written in line with the advice for Headteachers and school staff on behaviour and discipline, published by the Department for Education, Behaviour in Schools (July 2022).

In line with this guidance, this policy sets out to:

- Promote and reward positive behaviours and respect for others
- Prevent all forms of bullying, include online and prejudice bullying
- Ensure that students meet the school's behaviour expectations.
- Explain the sanctions used for poor behaviour and teachers' powers to discipline students
- Ensure all students feel safe

2. Responsibilities

All members of **staff** have responsibility for ensuring that the behaviour policy is adhered to in a fair and consistent manner. Dyson Perrins CE Academy will provide regular training sessions to support staff in doing this. Regular communication with parents and carers will be maintained when a student's behaviour gives cause for concern.

Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. This includes parents and carers being required to attend meetings in school, signing the home school agreement and discussing and enforcing the school rules with their child.

Students are expected to take responsibility for their own behaviour and understand the school rules both within and outside the classroom.

Teachers are expected to plan and deliver lessons that meet the students' needs and manage the classroom climate in a way that is conducive to effective learning. Securing excellent behaviour through high expectations and consistent application of the school's systems is central to high quality teaching and improving student outcomes.

The **Senior Leadership Team** is expected to monitor the implementation of the policy in the school through daily classroom visits, analysis of behaviour data, analysis of student, staff and parent/carer consultations.

The **Governing Body** will monitor the implementation and impact of the policy through data analysis, monitoring visits and external validation.

3.1 Promoting positive behaviours

Dyson Perrins CE Academy fosters an ethos of positive reinforcement and recognition for students exhibiting exemplary behaviour and going 'over and above'. This is underpinned by the expectation that all members of our school community demonstrate our school values of trust, belief, challenge and resilience.

In order to ensure these values permeate the life of the school and the curriculum, the school operates a behaviour system which aims to:

- Eliminate disruptive behaviour, enabling a culture of achievement and maximising learning.
- Ensure students show respect to each other, for themselves and the environment.
- Encourage students to take responsibility for their own words and actions; understanding the impact these have on others.
- Provide clarity for all members of the school community regarding the consequences of inappropriate behaviour.
- Empowers teachers to deliver engaging and creative lessons, taking risks within learning without concern for behavioural consequences.

1. Recognition, reward and celebration

Our rewards system enables students to be recognised for making positive contributions to lessons, homework and the wider work of the school. Students' achievements may be recognised in a number of ways:

- Achievement points issued (used to 'purchase' reward items) and also leads to
- Milestone certificates for achievement points
- Name written on the Recognition Board
- Recognition slips
- Positive phone call home
- Letter or postcard home

Celebration Assemblies are held each term, to ensure that student successes both within and beyond school are recognised and celebrated with each year group.

Dyson Perrins CE Academy also recognises the importance of creating opportunities for students to earn positions of responsibility. A range of leadership opportunities are available to students which include School Council, Prefects, Peer Mentors and Sports Leaders.

2. Expectations & School Rules

All students are expected to follow the school's rules. Students are expected to be:

1. Ready (to learn)
2. Respectful
3. Safe

Being ready to learn means students must:

- Arrive on time.
- Bring the correct equipment.
- Sit where they are told.
- Use appropriate language.
- Follow instructions the first time.
- Listen respectfully when others are talking.

- Keep conversations on task

3. Teachers' powers

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for students, such as teaching assistants. Teachers have the power to impose detention outside school hours.

7. Sanctions

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 states that penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them. The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's safeguarding policy. The school should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, or whether external-agency support is required.

The school uses a range of sanctions, proportionate to the issue being addressed. These include (list not exhaustive): verbal reprimand, loss of reward, monitoring report, detentions, removal from lessons, isolation (Behaviour Recovery), managed moves to another school, fixed-term exclusion, alternative provision and permanent exclusion.

7.1 Behaviour during lessons (see Appendix 1)

Our system aims to provide a clear and consistent structure to how disruptive behaviour will be dealt with in class.

- If a student fails to follow our school rules and meet our expectations the teacher will issue a formal warning. The warning will include the student being told why their behaviour isn't meeting expectations and what they need to do to address it. This is the only warning students will be given during a lesson.
- After a formal warning, if the student positively addresses their behaviour they will remain in the lesson and the teacher will issue behaviour points. No further sanction will take place.
- After a formal warning, if the student continues to behave in a way that falls short of the school's expectations they will be sent to our Behaviour Recovery room. Students will be expected to arrive within 5 minutes. Failure to arrive at Behaviour Recovery is likely to lead to fixed-term exclusion.
- Students sent to our Behaviour Recovery room will remain there for at least the remainder of the lesson. The student will be allowed to return to the next lesson at the discretion of the member of staff running Behaviour Recovery, if they feel the student is ready.
- The member of staff running Behaviour Recovery will inform parents of their child being removed from lessons on the same day whenever possible.
- Students in Behaviour Recovery will be expected to work in silence. They will complete a reflection exercise and be provided work.
- Students sent to Behaviour Recovery will be issued a one hour after school detention, ideally on the same day.
- Any student sent to Behaviour Recovery for a second time in one day will remain there for the rest of the day (or for 5 periods?)

- The member of staff who sent the student to Behaviour Recovery will visit them for a restorative conversation before their next lesson together. Where necessary, we may contact parents to ask that a student remains in school after 3.10pm to allow a restorative conversation to take place.
- All students in Behaviour Recovery will be expected to follow the rules and complete the work provided. If a student does not meet our expectations, they will be given a formal warning. Any further poor behaviour will result in a final warning being issued by a member of the Senior Leadership Team. After this final warning, failing to meet our expectations will result in the student receiving a fixed term exclusion for at least the remainder of the day.
- If a student receives a fixed-term exclusion, parents will be required to attend a readmission meeting the following morning and students will return to complete their time in the Behaviour Recovery room before being allowed to return to lessons.
- Students will be taken out of Behaviour Recovery for planned interventions or public examinations as required.

The school will analyse data on students sent to Behaviour Recovery (or other removal from lessons) on a half termly basis to identify any repeat patterns and required improvement strategies. Consideration will be given to any disproportionate impact for students with Special Educational Needs or other protected characteristics.

If a student sent to Behaviour Recovery has a Child in Need plan, a Child Protection plan or are looked-after, the school will notify their social worker.

The governing body's Educational Standards Committee will receive regular reports on behaviour in school, including analysis of the use of Behaviour Recovery.

7.2 Restorative Conversations

The restorative conversation is an essential aspect of the process as it aims to reduce the likelihood of the same misbehaviour occurring again in the future. Restorative conversations between a student and member of staff will use the following prompts to help structure the conversation:

- What has happened?
- What were you thinking at the time?
- Who was affected and how were they affected?
- What needs to be done to put things right?
- What do you need to do differently in the future?
- How can I support you to be successful?

7.3 Behaviour outside of lessons

Students are expected to move around the school site in a calm and orderly manner, showing they are ready, respectful and safe at all times. Students may lose their social time for a limited period for behaviours such as running in corridors, dropping litter, damaging property or being out of bounds. Students who have not met these expectations may also be required to undertake community service such as litter-picking or cleaning duties and their parents or carers may be liable to repay the cost of any repair. Depending on the misbehaviour, a student may also be set a detention, sent to the Behaviour Recovery Room or be issued a fixed- term exclusion.

7.4 Students' conduct outside of school premises.

When in public places, students are expected to act as ambassadors for Dyson Perrins CE Academy and ensure that, through their conduct, the reputation of the school is enhanced. Dyson Perrins CE Academy can put appropriate sanctions in place for misbehaviour when students are:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

An appropriate sanction can also be put in place by the school, whether or not the conditions above apply, if the misbehaviour could pose a threat to the safety and wellbeing of another student or could adversely affect the reputation of the school.

7.5 Support for students

Students who may need extra support in making appropriate choices with regard to their behaviour have access to a wide range of support, including mentors, Pastoral Managers, Year Leaders, peer mentors and prefects. A range of intervention strategies including Pastoral Support Plans and monitoring cards will be used to help support students in changing their behaviour and meeting expectations. The school will engage the services of external agencies such as social care and medical practitioners when needed. Social and emotional support and/or anger management may be available to targeted students and the school may make adaptations to a students' curriculum if required.

7.6 Detentions

School staff have the statutory authority to issue detentions to students who are not meeting our behaviour expectations. Parental consent is not required for detentions, although it is good practice to inform parents and carers wherever possible, especially if it is outside normal school hours. Whilst the school is happy to discuss the reasons a detention has been issued, students and/or parents cannot refuse for the detention to take place.

Detentions can take place during break, lunch or after school. Students may be issued detentions for any of the following reasons (not exhaustive): lateness to school or lessons, lack of work completed, lack of homework, poor conduct during social time.

Failure to attend a detention without prior agreement will result in the sanction being escalated e.g. longer detentions, time in Behaviour Recovery or fixed-term exclusion.

7.7 Fixed term exclusions / suspensions

The decision to exclude a student for a fixed-term may be taken in response to serious or persistent breaches of the school's behaviour policy. Examples of behaviour that may lead to a fixed-term exclusion include the following:

- Persistent poor behaviour contrary to acceptable behaviour outlined in the School's expectations
- Persistent refusal to follow staff's reasonable instructions
- Verbal abuse of staff or students

- Physical abuse of staff or students
- Damage to property
- Smoking or carrying smoking paraphernalia in school ('smoking' includes vaping)
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse, harrassment or assault
- Use of sexualised language
- Prejudiced behaviour (behaviour contrary to the Equality Act 2010 and protected characteristics)
- Consuming, carrying or supplying an illegal substance
- Carrying an offensive weapon* or a banned item
- Arson
- Bullying including online-bullying
- Unsafe behaviour that places themselves or others at risk of harm

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that exclusion is an appropriate sanction. The Head Teacher may exclude a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year. During a fixed term exclusion of 5 or fewer days, work will be set by the school for the student to complete at home. This work should be returned completed at the end of the exclusion for marking. For an exclusion of longer than 5 days, the school will arrange full-time educational provision from the sixth day of exclusion. This may include online learning.

Before the end of any fixed-term exclusion, parents/carers will be invited to attend a reintegration/re-admittance meeting at the school with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The school will consider all further support needed to help the student, including the school's early help offer or referral to external agencies if appropriate. Whilst each exclusion is treated on its own merit, fixed-term exclusions are likely to be increased in length for repeated misconduct.

7.9 Off-site Direction, Alternative Provision and Managed Moves

The school will follow Worcestershire Council's protocol for off-site directions including conversion to managed moves (September 2025). Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time-limited placements at another mainstream school or Alternative Provision (AP). It can be used where it is felt a student may benefit from a fresh start in another school or AP.

An Off-site Direction should be considered as part of a measured response to supporting the student's engagement in education to improve future behaviour when in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. An off-site direction must only be a temporary placement and the student must remain dual registered. An off-site direction will be considered prior to a permanent exclusion being implemented. The school will always seek parental cooperation but parental consent to an off-site direction is not required.

The Governing Body has delegated responsibility for deciding when an off-site direction is appropriate to the Headteacher and will monitor their effectiveness.

A managed move is used to transfer a student to another mainstream school permanently to support improvement in future behaviours. Managed moves must be agreed with all parties involved, including the parents and the admission authority of the new school.

Managed moves will only be offered either:

- as part of a planned intervention and supported transition to another school following an off-site direction which has been successful and where a permanent move is supported by all parties, or
- as part of a planned intervention and supported transition to another school, where all parties agree, and there is evidence that appropriate initial intervention has been conducted, including, where relevant, multi-agency support, or when any statutory assessments were done or explored prior to a managed move.

7.11 Permanent exclusions

In very rare cases, the Headteacher may take the decision to exclude a pupil permanently:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Additional details regarding our permanent exclusion procedures can be viewed in the Exclusions Policy.

8. Behaviour Expectations and Students with Special Educational Needs

The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for students with Special Educational Needs so they are not disadvantaged.

The behaviour expectations and related procedures apply to all students at Dyson Perrins CE Academy. Reasonable adjustment to this system and further pastoral or academic support is in place to further support identified students e.g. students with Educational Health & Care Plans. Students for whom adjustments may be applicable will be identified by key staff e.g. SENDCo.

As part of any meetings to review and support a student's behaviour, including readmission meetings following fixed-term exclusion, anticipate likely triggers of misbehaviour and put in place support to prevent these.

9. Confiscation

Teachers can confiscate students' property where it is used to cause a nuisance, or where it breaches the school rules. The school reserves the right to return confiscated items directly to parents or carers and will contact the police regarding any illegal items. A refusal to cooperate will result in a higher level sanction for the student. The criteria for confiscation may include:

- a) An item that poses a threat to the safety or well-being of others.
- b) An item that poses a threat to good order for learning.
- c) An item that is against our school rules, including uniform rules.
- d) An item which is counter to the ethos of the school, e.g. racist or pornographic material.

Confiscated items will be stored in reception. The school does not accept liability for the safekeeping of items that should not have been brought into school.

10. Powers to search

School staff have the legal power to search without consent for weapons, knives, alcohol, illegal drugs, tobacco, stolen items, fireworks, pornographic material, items likely to be used to commit an offence, cause injury or damage to property, and any item that has been banned within school. Students found in possession of such items may be excluded from school. Any illegal items including weapons and knives may be handed over to the police.

Two staff should be present when searching a student, at least one being of the same gender.

11. Mobile Phones

Students are allowed to bring mobile phones into school but they must be switched off and kept away. A 'see it, hear it, lose it' approach will apply with any phones or associated items e.g. earphones, confiscated if seen or heard on-site, during the school day.

12. Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.

Sexual violence and sexual harassment are never acceptable at Dyson Perrins and will not be tolerated. Sexually abusive language or behaviour will not be treated as 'banter' as it is not acceptable.

Incidents will lead to appropriate sanctions being issued, which may include exclusion in serious cases.

13. Online behaviour

The school expects students to be kind and respectful to each other online. Whilst parents are responsible for students' online behaviour outside of school, we recognise online incidents can affect the school culture. The school can apply appropriate sanctions if a student's behaviour online poses a threat or causes harm to another student or member of staff, could have repercussions for the orderly running of the school, or could adversely affect the reputation of the school.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harm should be addressed in accordance with the same principles as offline behaviour.

14. The use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

School staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

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.

15. Malicious allegations

Allegations against staff will always be investigated thoroughly by the Headteacher. Any allegation against the Headteacher will be investigated by the Chair of Governors. Any investigation that finds that the allegation is unfounded and that it was made maliciously by a student, including malicious allegations of sexual violence or sexual harassment, will be treated very seriously and the student will be sanctioned in an appropriate way which may include a fixed-term exclusion or permanent exclusion.

16. Other related policies

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

- Anti-bullying
- E-safety
- Exclusions Policy
- Special Education Needs and Disabilities
- Equal Opportunities
- Drugs Use and Misuse Policy
- Safeguarding and Child Protection Policy.
- Uniform Policy

Appendix 1 – Flow chart for dealing with disruptive behaviour in lessons

Behaviour system flow chart

