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Part of United Learning

Dukesgate Academy

Behaviour Policy

2025-2026



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UNITED LEARNING BEHAVIOUR POLICY

Date of last central office review:	Sept 2022	Review Period:	1 year (minimum)
Date of next school level review:	Autumn Term 2026	Owner:	Amanda Eldridge Lisa Robinson Zoe Ogden
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

BEHAVIOUR POLICY



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Expectations

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils.

In applying this policy, the school will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

Policy Implementation: Roles and responsibilities

All staff	Responsible for the fair and consistent implementation of this policy throughout the school by acting as role models on every interaction and setting the standards required to promote positive behaviour. Ensure the environment is attractive, welcoming and reflects the involvement and participation of the children and their families.
Students	Expected to take responsibility for their own behaviour and follow the school behaviour expectations at all times.
Parents/Carers	Work in partnership with the school, by getting to know the behaviour policy where possible, to maintain excellent standards of behaviour. Ensure the school is informed about any changes at home that could impact learning or behaviour in school.
Senior leadership and member of staff responsible for behaviour	Ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.
Local governing body	Responsible for ensuring the Behaviour for Learning policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. Governors will support the School with ensuring excellent standards of behaviour through the Governor Behaviour Panel



Rationale:

We believe that a positive school climate will enhance teaching and learning.

A positive school climate will foster cooperation, willingness and responsibility thus building a sense of community, which we call 'The School Family'.

The school family is held together through strong relationships and communication skills which are taught during conflict moments and in the classroom through active learning lessons.

(More information about this approach to classroom management can be found in 'Conscious Discipline' by Dr. Becky Bailey).

At Dukesgate Academy, we believe that fostering positive behaviour is a shared responsibility. Every member of our community—staff, pupils, parents, and visitors—plays a vital role in creating an environment of respect, inclusion, and accountability. By modelling and promoting appropriate behaviour, supporting one another, and addressing issues constructively, we ensure a safe and supportive atmosphere where everyone can thrive. Together, we are committed to upholding this standard as a collective responsibility.

Purposes:

1. To build connections. Fostering interdependence and connection. Building caring relationships.
2. To improve communication. A two-way process where people feel listened to, understood and can state their own feelings safely.
3. To develop problem solving skills. The ability to identify problems early, focussing on solutions.
4. To be aware of feelings. Where openness is the norm. Expression is encouraged and empathetic responses are the usual. Acceptance of difference is fostered.
5. To be able to deal with change. Changes are acknowledged and dealt with openly.
6. To have shared values. Accept the values of others and using positive intent, seeing the best in others.
7. To develop autonomy. Taking ownership of your own feelings and actions.

Statutory Framework and other guidance

The Behaviour Policy is written in line with the following areas of legislation and guidance:

Education Act 2002

Education and Inspection Act 2006

Equality Act 2010

Education Act 2011

Behaviour and Discipline in Schools – DfE Guidance 2012, 2013



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Summary of Conscious Discipline approach

Conscious Discipline empowers teachers with the Seven Powers of Self Control. These powers allow teachers to stay in control of themselves and in charge of the children. Self-control allows teachers to be proactive instead of reactive in conflict moments and embrace conflict as a teaching opportunity rather than a disruption to learning. From The Seven Powers for Self Control emerge the Seven Basic Skills of Discipline. These are the only skills that a teacher needs to constructively respond to any conflict in the classroom. These skills promote a peaceful inner state in children. From this state, children are free to learn, cooperate and help each other to be successful. (Conscious Discipline, 2000, Dr Becky Bailey). The table below shows the link between these powers and skills:

Skill	Power	Value	Purpose	Brain Smart Tips	Emotional Development	Key Phrases
Composure Being the person you want your children to become	Perception No one can make you angry	Integrity	Remain calm and teach children how to behave.	The brain functions optimally in a safe environment.	Anger management is integral for social competence.	S – Smile T – Take a breath A – And R – Relax
Encouragement Building the school family	Unity We are all in this together	Interdependence	Create a sense of belonging.	Social successes prime the brain for academic successes.	Relationships are the motivation for learning.	You did it! You ____ so ____ That was helpful.
Assertiveness Setting limits respectfully	Attention What you focus on, you get more of	Respect	Set limits and expectations.	Telling children what to do aligns their bodies with their willpower.	Healthy boundaries are essential for all relationships.	Did you like it?
Choices Building self-esteem and willpower	Free Will The only person you can make change is yourself	Empowerment	Empowers children while setting limits.	Choice changes brain chemistry.	Building self-esteem and willpower reduces impulsivity.	You may ____ or _____. What is your choice?
Positive Intent Creating teaching moments	Love See the best in others	Diversity	Create teachable moments especially for difficult children.	Thoughts physically alter cells in the body.	Positive intent improves self-image and builds trust.	You wanted ____. You may not ____. When you want ____ ____, say ____.
Empathy Handling fussing and fits	Acceptance The moment is as it is	Compassion	Help children accept & process feelings.	Empathy wires the brain for self-control and higher cognition.	Empathy is the heart of emotional intelligence.	You seem ____. Something ____ must have happened.
Consequences Helping children learn from their mistakes	Intention Mistakes are opportunities to learn	Responsibility	Help children reflect on their choices and change.	The brain thrives on feedback.	Consequences help children learn cause & effect relationships.	If you choose to ____ then you will ____.



Home School Links

Continual and positive contact with parents/carers is implicit to the successful implementation of this policy. Contact should emphasise positives to build effective relationships and connections. In cases where detailed and regular communication is required then the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents.

School Expectations

- Do your best
- Behave in a safe way
- Handle emotions appropriately
- Cooperate with others
- Show respect
- Be in the right place at the right time
- Communicate in a friendly way

Encouragements

We believe that through developing the school family, that children will become intrinsically motivated displaying helpfulness, co-operation and problem-solving skills. The need for extrinsic motivation through coercion, punishment and external rewards will diminish.

The school family develops a sense of belonging. In order to build this, classroom structures are in place throughout school.

- Safe place. To help the children to remain calm and deal with anger or upset.
- Meaningful class jobs. To create a sense of belonging and responsibility (we are all in this together)
- Time-machine. To provide conflict resolution opportunities.
- Picture rule cards. To empower children to set limits and build will power.
- Celebration assembly. To see the best in others and value diversity.
- Class meetings and circle time. To help children reflect on their choices and change.

Details of these structures can be found in Dr. Becky Bailey's books 'Conscious Discipline' or 'Creating the School Family'. More details about these structures are given in the Shubert's classroom tab on the Conscious Discipline website:

http://consciousdiscipline.com/shuberts_classroom.asp

Children will receive positive recognition from staff when they are doing the right thing as this behaviour will be described and the reason why it is helpful explained. At the end of each day, the class celebrate the acts of kindness and helpfulness that have taken place that day.



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Morning Meeting

Each morning, all children will take part in a Brain Smart Start.

This will involve:

- A personalised greeting at the door
- An activity to unite
- A breathing exercise to focus the children and eliminate stress
- An activity to connect with each other
- A class family meeting which involves 'Wish Well' where children can share worries about people special to them and 'Celebrations' where children can share events that have happened to themselves or people that are special to them.

Discussion and Conflict Resolution

Children are always encouraged to resolve any conflict or issues with one another with the direct support and guidance from their Class Teacher. They are encouraged to understand feelings, acknowledge their own behaviours and how they may have impacted on another. Children's behaviour is underpinned by the stage they have reached in social and emotional development, the level of skills they have in this area, and their emotional well-being, in interaction with the social, emotional and physical environment. We cannot assume that children already have the skills they need in order to manage their emotions and meet our expectations about their behaviour. We need to take active steps to develop children's social, emotional and behavioural skills. Children may need help and support with their interactions. Adults need to offer support to the children around naming feelings (anger/ sadness and knowing it is ok to have such emotions) and being able to help consider ways in which any wrongdoing can be repaired. When dealing with conflicts or issues, adults consider knowledge and understanding of the child's back story and how that might impact on their behaviour. When considering the child's viewpoint, adults need to see this from the child's perspective, rather than with the logic, cognition and emotional response of an adult. Working restoratively ensures that relationships are stronger, and learning is more effective.

Routines

At Dukesgate Academy we establish routines as a foundational element of our learning environment, we implement a structured and deliberate approach that ensures clarity, consistency, and engagement. We identify essential routines that align with our behavioural and academic goals, such as entry and exit procedures, transitions, and classroom management practices. Routines are introduced and taught explicitly. Teachers model desired behaviours, incorporate visual aids where appropriate, and provide ample opportunities for pupils to practice. Consistent school-wide routines promote a sense of safety, belonging, and predictability for all pupils, especially those with



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SEND. Staff work collectively to model, reinforce, and uphold these practices, building a strong and unified school culture.

Graduated Approach

Children who do not meet the school Behaviour Expectations,

From time to time it is inevitable that some children do not make positive choices about their behaviour; at this point, the language we use is crucial. When this happens, the procedures below will be followed:

1. Behaviour reminder

Say the child's name and repeat the expectation clearly. The desired behaviour is always described, rather than the undesirable behaviour being demonstrated.

E.g. 'Child's name, put your pencil in the pot', rather than 'Don't throw pencils at people.'

2. Two positive choices are given.

E.g. 'You can put your pencil in the pot or you can put your pencil next to your book; which is best for you?' These should be repeated, in a calm tone, until the child chooses one of the two options.

3. Give a choice and a consequence

If the child does not make a positive choice when offered two options, then a positive choice and a consequence may be given.

E.g. 'Child's name, you have a choice; you can put the pencil in the pot or if you continue to throw pencils at other children, you will stay in and tidy all the things on the floor at break time.'

4. Incident recorded and consequence actioned

If the child continues to behave in an undesirable way (e.g. throwing pencils), then the consequence should be followed through and the incident and actions taken should be recorded on the schools recording system; CPoms.

5. Children who are disrupting the learning of others



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The above steps should be followed initially however the class teacher may decide that the child needs to be removed from the class to enable other children to learn. If this happens, the incident should be recorded on CPoms. The child will complete their work outside of the classroom, during their own time e.g. break, lunch, or at home.

Consequences should never embarrass a child or seek to humiliate them in front of their peers.

Consequences need to be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of appropriate behaviour being sought.

Encouragement and praise are the foundation stones of our policy however when children make inappropriate choices, the consequence system is operated.

We always **fully investigate any incident**; all the children involved can talk and discuss the issue and each one is listened to. Children who have not met the behaviour expectations because of personal difficulties are given extra support but will still be given the appropriate consequence.

Note: Depending on the scale of incident, the Class Teacher / Senior Leader will speak to the parent/carer to explain the incident. Teachers **can use their discretion with playtime loss**.

Procedures for serious incidents

Incidents which are considered to be of a more serious nature will be referred directly to team leaders, such as acts of excessive aggression towards another child or a member of staff. Team leaders will investigate the incident and will decide on appropriate actions. They may inform a member of SLT, depending on the severity of the incident that has taken place.

Where there has been an act of aggression towards another child or member of staff, parents / carers of both the victim and the perpetrator will be informed and the consequences explained. The incident will be logged on CPoms. For incidents of this nature, internal isolation or an exclusion may be considered by the Principal.

CPoms

School records all Safeguarding and serious incidents, including race, hate, bullying or sexual harassment incidents on CPoms. Serious incidents that have required staff to positively handle a child will also be added to CPoms, with specific details.

Safe Place



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All classrooms have a Safe Place. This is a place where children can go independently at times when they feel high emotions to self-regulate. Children are not sent to the Safe Place and it is not a consequence for poor behaviour choices.

Personalised Plans

For some children, spending the whole day in class may be too much for them to cope with and be successful. The SENCO, along with the class teacher, parents and other Senior Leaders will carefully analyse trigger points for such children and devise personalised learning plans for them which may involve them spending time away from class or the playground with an experienced member of staff. This would be in no way seen as a punishment for unacceptable behaviour, but a way of meeting individual needs.

The child would be expected to complete the learning set by the class teacher but would take part in supportive interventions to help the child manage and regulate their behaviour.

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) recognised that behaviour is a form of communication. Behaviour and Social Difficulties was replaced with Social, Emotional and Mental Health Difficulties (SEMH) which helped to promote a shift towards viewing behaviour as a communication of an emotional need, whether conscious or unconscious and responding accordingly.

The Behaviour policy beyond the school gate

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

Bullying

- Bullying is a form of anti-social behaviour that the School considers inappropriate and unacceptable in all its forms.
- Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally. It can take many forms, including:



- Bullying can be motivated by actual differences or perceived differences.

What is bullying?

- Cyber-bullying via text messages or the internet
- Prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability.
- Physical e.g. punching, kicking, hitting, spitting at another person
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

Parents should refer to the schools' Anti-bully policy for detail on procedures to follow if you are concerned that your child may be involved in bullying activities.

Use of reasonable force

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

It enables teachers and other members of staff in the school, authorised by the Principal, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or amongst its pupils, whether during a teaching session or otherwise.

What Does it Mean to use Physical Intervention on a Child?



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Physical intervention is the positive application of force with the intention of protecting the child from harming herself/himself or others or seriously damaging property. The proper use of physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of intervening.

Why Use Physical Intervention?

Physical intervention should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical intervention skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

Prohibited items and searches

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items

Schools have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#).

Only the Principal or a member of school staff authorised by the Principal, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search will where possible will be the same sex as the pupil being searched.

The exception to this rule where a search can be carried out on a pupil of the opposite sex and / or without a witness will only occur where the Principal or member of the leadership team reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation.



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Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco/ e-cigarettes and cigarette papers
- fireworks
- pornographic images
- mobile phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco/e-cigarettes and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Physical resistance by a pupil to a search for those latter items can itself be subject to behavioural consequences.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent



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The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students.

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco and e-cigarette products and volatile substances. The school should make this broad definition clear.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The consequence is likely to include permanent or fixed term exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This



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distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia will be disposed of in a prudent manner.

Use of social media

In using social media relate all forms of social media and that they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

Examples of prohibited use,

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

All incidents of prohibited use of social media should be reported to the class teacher or a member of the school leadership team report misuse of social media.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Exclusions: explanatory notes

Also refer to the schools Exclusions Policy.

Legislation and Guidance

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the



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DfE guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal and governing body will comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example, travelling to and from school; on school trips; etc

Types of Exclusion

Fixed Term Exclusion Suspension)

Set out examples of when a fixed-term exclusion may apply; for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime exclusion is equivalent to a half day exclusion.

Repeated use of fixed-term exclusion for children with an EHCP the school will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

Permanent exclusion

Permanent exclusion will normally be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single incident of extreme misconduct.

The Investigation

Any investigation will be conducted in accordance with DfE guidance so as to be fair.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of re-occurrence;



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- The pupils previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- Consider the school behaviour policy, special educational needs policy and equality law obligations.

Principal's Decision

The decision to exclude will be made by the Principal or the designated Principal after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Notification

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Principal, or designated teacher in charge.

Role of the Local Governing Body

Role and responsibilities of the Governing Body in the exclusion process including:

- the duty to consider the representations of the parents and how
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified)
- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Autumn Term
Policy tailored by individual schools	November 2023
School policy ratified by Local Governing Bodies	26/11/2024 (Pending approval)
Implementation of Group Policy	September 2022



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