



Relational Behaviour Support Policy (Secondary)

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Education South West (ESW) Behaviour and Culture Policy

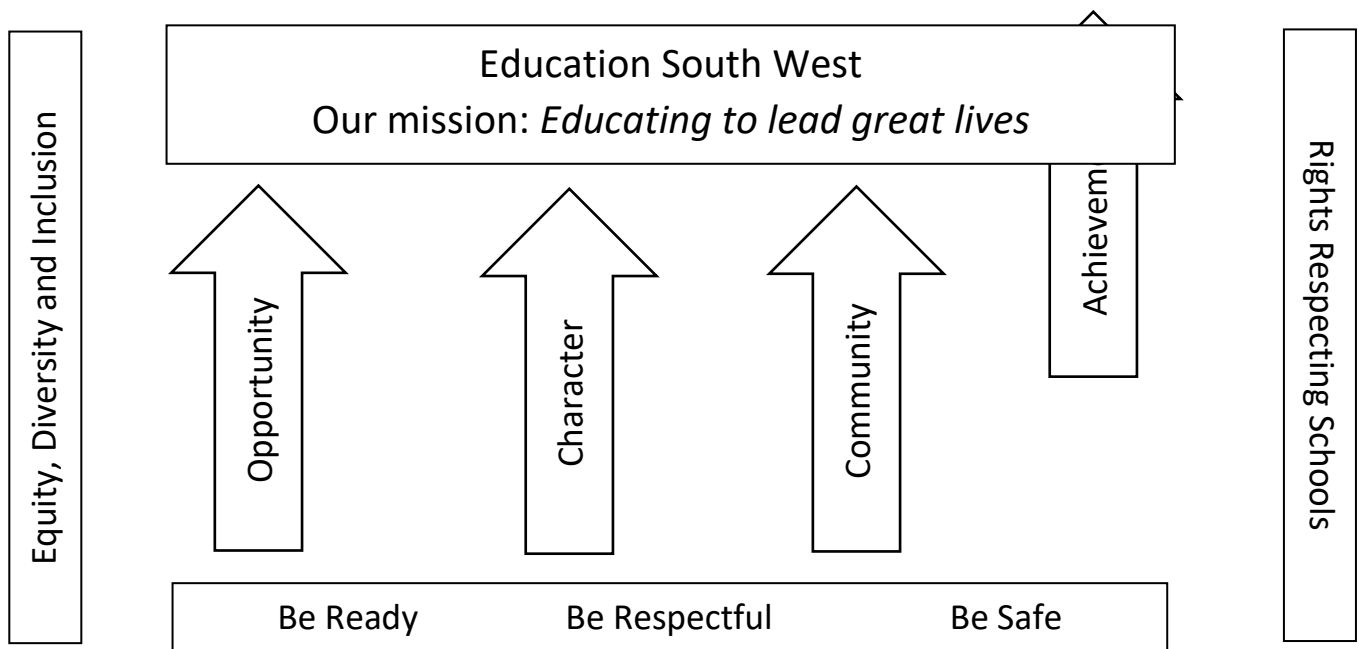
Part A: The ESW approach to behaviour and culture in our schools

A1. Vision, values and ethos in an ESW school:

The culture of our schools is built upon a unifying belief that we are 'educating to lead great lives'. This mission statement is further embedded in the pillars (values) of our Trust - Opportunity, Character, Community and Achievement.

In order for children and young people to belong, thrive and achieve in our schools we aim to create a culture built upon the same core principles – be ready, be respectful, be safe.

We believe that if we embed the principles of ready, respectful and safe in every school we will create orderly and calm environments. These environments will minimise distraction and disruption enabling every pupil to belong, thrive and succeed through learning.



A2. The role of Equity, Diversity and Inclusion (EDI) in our school culture:

EDI are key concepts in creating fair and supportive environments across our schools for children and young people, families and staff. EDI sits at the heart of every policy.

Our working definition of EDI:

- **Equity:** This involves ensuring fair treatment, opportunities, and advancement while striving to identify and eliminate barriers that have prevented the full participation of some groups. It's about providing varying levels of support based on individual needs to achieve fairness in outcomes.
- **Diversity:** This refers to the presence of differences within a given setting. In the workplace, it includes differences in race, ethnicity, gender, age, religion, disability, and sexual orientation, as well as other attributes like socio-economic background and neurodiversity.
- **Inclusion:** This is about creating environments where any individual or group can be and feel welcomed, respected, supported, and valued. It's about fostering a sense of belonging and ensuring that everyone can participate fully and equally.

These principles are not only about compliance with legal standards, such as the Equality Act 2010, but also about fostering a culture where everyone can thrive.

A3. The role of Rights Respecting Schools in developing our school culture:

As Rights Respecting Schools (RRS) we integrate the principles of the United Nations Convention on the Rights of the Child (UNCRC) into our ethos and policies, including our behaviour and culture policies. Here are some key ways they link:

- **Positive relationships:** RRS focuses on building positive relationships between pupils, families and staff. Behaviour policies in these schools emphasise respect, dignity, and non-discrimination, fostering a supportive environment.
- **Student participation:** Pupils are actively involved in creating and reviewing our school behaviour policies. This includes working with the very youngest pupils as well as the oldest. This participation ensures that policies reflect their views and needs, promoting a sense of ownership and responsibilities.
- **Restorative practices:** Restorative practices are used alongside sanctions and interventions. RRS often use restorative practices to resolve conflicts. This approach encourages pupils to understand the impact of their actions and work towards repairing harm.
- **Rights education:** Behaviour policies are aligned with educating pupils about their rights and responsibilities. This education helps pupils understand the importance of respecting others' rights, leading to better behaviour overall.
- **Wellbeing focus:** By prioritising children's rights, RRS creates a safe and nurturing environment. This focus on wellbeing is reflected in behaviour policies that aim to support rather than punish pupils.

A4. ESW Behaviour and Culture Policies have a set of guiding principles:

The guiding principles which underpin all behaviour management in our schools are in line with our mission to *'educate to lead great lives'*:

- **Behaviour is a form of communication:** We assume that most behaviour is a form of communication. We meet this need through wellbeing support and the graduated response which underpins our Trust Special Educational Needs and Disabilities (SEND) policy and processes. The core needs of pupils with SEND are met through the Ordinarily Available Inclusive Provision (OAIP) in each school.
- **Every interaction is an intervention:** Every interaction between staff and students is an opportunity to positively influence behaviour, learning, and wellbeing. This approach emphasises the importance of using daily interactions to support pupils' development, mental health, and relationships, while also addressing behaviour through understanding and restorative practices.
- **Consistency is key:** Clear expectations and consistent responses to behaviour create a predictable and safe environment in which all young people can learn and thrive. All pupils need consistency and none more so than those with protected characteristics including those pupils with additional needs (SEND) or those who experience poverty (Disadvantage).
- **Relentless routines:** Simple, repeated routines which are explicitly laid down by school leaders and are taught and upheld by all adults, help establish a positive culture of behaviour in which all children can thrive and belong. Routines help maintain the high expectations needs for all pupils to learn and achieve.
- **First attention to best conduct:** We prioritise recognising and celebrating positive behaviour over focusing on poor behaviour. This positively framed approach builds the sense of belonging all pupils have with their school community.

- **Restorative practices:** Mistakes are learning opportunities.

Restorative conversations help repair relationships and rebuild trust alongside sanctions and interventions where necessary. Restorative practices can help repair relationships and promote better future conduct.

- **Emotionally intelligent:** Adults model emotional regulation and positive behaviours for pupils to emulate. All interactions with children and young people are positively framed through our key rules (see below).

The individual behaviour and culture policies in each of our schools (PART B) are underpinned by these core principles. Furthermore:

A5. ESW Behaviour expectations apply to all members of the school community. These include:

- Showing **respect** for themselves, others, and the school environment.
- Acting with **kindness and consideration** in their interactions.
- Taking **responsibility** for their actions and decisions.
- Striving to **achieve** their best in all areas of school life.

A6. These expectations are summarised in our three rules:

1. Be **ready**
2. Be **respectful**
3. Be **safe**

A7. Legislation, statutory requirements and statutory guidance

Each of our individual school policies are based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers 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:

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

A8. Monitoring and Evaluation of Part A – reflected in Trust and school monitoring

The implementation of this policy will be regularly reviewed through:

- Observations of staff consistency during the annual peer review cycle
- Student, parent/carers and staff feedback.
- Analysis of behaviour data to identify patterns and inform interventions.
- Ofsted inspections

By adopting these principles and practices, we aim to create a school culture where all pupils feel they belong, can learn effectively, and grow into responsible, respectful, and resilient individuals.

Part B: Dartmouth Academy Secondary Phase Relational Behaviour Support Policy

1. Relational behaviour support intent

1.1 We are committed to ensuring that every pupil at Dartmouth Academy is given the best possible opportunity to reach their true potential through our Academy values, mission and vision:

Values: **Courage, Compassion, Ambition**

Mission: **'Be your best self'**

Vision: **'Our future successes are built upon the work we do today'**

We believe that effective relational behaviour support is at the heart of a successful and thriving Academy; positive behaviour choices contribute towards a stimulating learning environment in which teachers can teach and pupils can learn - every child has the right to learn but no child has the right to disrupt the learning of others.

1.2 As a **Rights Respecting School (RRS)** the UN convention on the rights of the child Article 28 says "Every child has a right to an education". Therefore, our policy supports this statement ensuring pupils do not have their education disrupted in lessons.

We are proud to be a Rights Respecting School. All of our policies uphold the UNCRC. The following articles are particularly relevant in establishing and maintaining strong relationships between all learners at Dartmouth (both adult and pupil) and underpin our Behaviour for Learning policy:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: You have the right to give your opinion, and for adults to listen to and take it seriously.

Article 15: You have the right to choose your own friends and join or set up groups, as long as it does not stop other people from enjoying their rights.

Article 28: Every child has the right to an education. You should be encouraged to go to Academy to the highest level possible. Discipline in school should respect children's dignity.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 19: Children have the right to be protected from all forms of violence. Children have the right to be protected from being hurt and mistreated, physically or mentally.

Article 33: Children should be protected from the use of harmful drugs and from being used in the drug trade.

Articles 34-36: Children must be protected from all forms of exploitation.

We want everyone to **Be their best self**. We aim to do this through commitment to our core message of: **Our future successes are built on the work we do today.**

1.3 Dartmouth Academy's Behaviour Policy can be summarised as follows:

- ✓ Develop a positive, relational culture that models and rewards positive scholarly behaviour choices.
- ✓ Use detailed, individualised knowledge of pupils to plan to avoid potential behaviour issues and allow early intervention.
- ✓ Where pupils fall below the standards expected, predicted support mechanisms and consequences are consistency applied.
- ✓ Use a restorative approach to support the pupil to consistently choose scholarly behaviours and enable learning to continue.

1.4 We will work tirelessly to develop confident, motivated and resilient learners who:

- ✓ Are successful and proud of their achievements
- ✓ Take responsibility for their own learning
- ✓ Are curious and ambitious learners
- ✓ Feel safe and secure in an environment where diversity and equality are unambiguously expected and difference is accepted and celebrated
- ✓ Embrace inclusion
- ✓ Maximise the opportunities on offer to release their potential
- ✓ Are well prepared for life in modern Britain, and beyond

1.5 In order for all to achieve this strong focus is placed upon our expected scholarly behaviours in Secondary:

- * **You are on time for all lessons** (**punctuality** means you are respecting your **right to an education** – Article 28)
- * **You follow all instructions** (adults, as Duty-bearers, act in the **best interests of the child** and have a reason for their instructions – Article 3)
- * **You complete all work to the best of your ability** (learning is **supposed** to be tricky for you to make progress; respect your **right to an education** and use the help that is there for you – Articles 28 & 29)
- * **You respect the right for other pupils to learn** (everyone has the **right to an education** – Article 28)
- * **You treat others with kindness and respect at all times: in lessons, in the corridors and during unstructured times** (everyone has the **right to relax** and **play** – Article 31 – and be **protected** from abuse / exploitation – Articles 32-37)

2. Roles & Responsibilities

Pupils at Dartmouth will support their learning by:

- ✓ Arriving on time, entering silently when greeted by the member of staff, leave bags in a designated area of the room and begin the 'do it now' activity immediately.
- ✓ Have all their equipment ready for the lesson.
- ✓ Work silently whilst the register is taken whilst completing the initial activity.
- ✓ Listen in silence whilst the member of staff speaks
- ✓ Raise their hand to ask a question without calling out.
- ✓ Work exceptionally hard without disrupting any other pupils learning.
- ✓ Follow all teacher instructions quickly.

All staff will support exemplary behaviour by:

- ✓ Demonstrating the behaviours we want to see in our pupils, including self-regulation, patience, kindness, empathy and respect at all times.
- ✓ Recognising where a small act of support (support with uniform, lunch, a phone call home, giving a small amount of time to listen and engage with a pupil, sharing a greeting or positive comment) could make a difference to any pupil whose unmet needs you may not be aware of.
- ✓ Never ignoring or walking past poor behaviour. Follow up every time, retain ownership and engage in reflective dialogue with learners.

Teacher and LSAs will support exemplary behaviour by:

- ✓ Developing and sustaining high quality relationship with all learners
- ✓ Modelling calmness and consistency
- ✓ Planning and teaching lessons which engage and motivate pupils to achieve
- ✓ Planning and teaching lessons which reflect the needs of all learners
- ✓ Using praise and rewards that are focussed on attitude and effort in class as well as academic success
- ✓ Having consistently high expectations for every pupil
- ✓ Ensuring learning takes place at an appropriate pace to capture pupil engagement
- ✓ Ensuring a well-considered seating plan is in place and reinforced
- ✓ Giving opportunities for pupils to reflect upon and control their own behaviour actions through clear, firm and consistent routines and behaviour expectations
- ✓ Contacting parents/carers to praise pupils' outstanding effort and achievements and/or to discuss concerns and offer further support
- ✓ Following up any incidents or broader concerns with the SENDCO or other relevant staff
- ✓ Actively engaging in restorative work to support the maintenance of effective teacher-pupil relationships
- ✓ Implementing the Behaviour for Learning Policy if a behaviour requires a further consequence

Tutors will support exemplary behaviour by:

- ✓ Developing and sustaining effective relationships
- ✓ Overview of academic progress
- ✓ Celebrating success
- ✓ Monitoring uniform and equipment
- ✓ Analysing Attitude to Learning grades

- ✓ Weekly attendance tracking and support
- ✓ Punctuality
- ✓ General conduct around the Academy

Tutors use their professional judgement to decide when to contact parents or carers and when to refer a pupil to the Inclusion Team.

If the Tutor does not see satisfactory improvement, the matter may be escalated to the Behaviour Lead with the Inclusion Team in the first instance, or directly to the Assistant Principal in charge of Behaviour for Learning if incidents escalate rapidly. Parents/carers are required to attend a meeting in Academy to discuss this concern and consider further support, as required.

The Inclusion Team will support exemplary behaviour by:

- ✓ Developing and sustaining high quality relationship with all pupils
- ✓ Being proactive through high visibility and presence at key times throughout the day
- ✓ Monitoring daily achievement and behaviour logs
- ✓ Establishing and communicating clear expectations that reflect our principles through assemblies, communications with staff, pupils and parents, and by taking responsibility for serious behaviour issues
- ✓ Providing guidance and support through contact with parents and carers
- ✓ Providing guidance and support through working with pupils
- ✓ Providing opportunities for restorative work to support and rebuild relationships with staff where necessary

The Leadership team will support exemplary behaviour by:

- ✓ Modelling an emotionally literate, assertive and supportive approach when interacting and working with staff, pupils and the community
- ✓ Establishing and communicating clear expectations through assemblies, communications with staff, pupils and parents, and by taking responsibility for serious behaviour issues.
- ✓ Being visible in and around the Academy both in and out of the classroom
- ✓ Responding to stakeholder concerns as promptly as possible
- ✓ Taking a lead in recognising pupil achievement, coordinating termly and annual celebrations as appropriate and ensuring there are adequate resources to implement rewards and incentives.
- ✓ Communicating clearly the outcomes of serious incidents to staff and the Academy community as appropriate
- ✓ Establishing clear boundaries of what constitutes a serious incident amongst pupils and staff

Wider Community supporting behaviour and well-being

At Dartmouth Academy, we believe that exemplary behaviour is a shared responsibility. When parents, carers, visitors, and local partners work together, we create a supportive and respectful environment for all pupils.

Parents and Carers (see home school agreement)

- ✓ Reinforce the school's behaviour expectations at home and in the community
- ✓ Maintain open communication with staff about their child's progress and well-being.

- ✓ Collaborate with the school to address behavioural concerns proactively.
- ✓ Model exemplary behaviour and contribute to a respectful atmosphere while on school site.

Governors and Visitors to the Academy

- ✓ Respect the school's behaviour policies and maintain professionalism in interactions with pupils and staff.
- ✓ Model exemplary behaviour and contribute to a respectful atmosphere.

Local Community Partners and Organisations

- ✓ Collaborate with the school to provide resources and activities that promote positive behaviour.
- ✓ Support initiatives that engage pupils in the wider community, fostering responsibility and belonging.

Local Authorities, Police and Support Services

- ✓ Work with the school to provide tailored support for pupils with additional needs.
- ✓ Address community factors impacting pupil behaviour through collaborative interventions.

3. Behaviour Outside of School Premises:

We expect pupils to be their best selves in the Academy, and within the wider community. Whilst pupils are wearing Academy uniform they are representatives of the Academy and are expected to follow the same expectations, including travelling to and from Academy. The Academy will apply appropriate consequences for behaviour to and from Academy that is not in line with a pupil being a scholar. The expectations of this policy will be implemented on all Academy trips and visits.

The Academy will apply consequences which are reasonable, proportionate and fair when pupils misbehave outside of the Academy premises, in line with 'Behaviour in Schools' guidance February 2024 which states:

'Schools have the power to sanction pupils for misbehaviours outside of school premises to such an extent as is reasonable'.

Conduct outside of Academy premises, including online conduct, that the Academy may apply a consequence for misbehaviour include:

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

The school is committed to ensuring our pupils act as positive ambassadors for us. We expect the following:

- ✓ good order on transport to and from school, educational visits or other placements such as work experience or college courses
- ✓ good behaviour on the way to and from school
- ✓ positive behaviour which does not threaten the health and safety of our pupils, staff or members of the public
- ✓ reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school
- ✓ protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

4. Celebrating Success at Dartmouth Academy

Dartmouth Academy regularly celebrates the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the Academy.

We are proud of the positive learning and teaching environment that we create and we recognise the importance of rewards as an incentive for pupils to achieve their best. Staff and pupils are encouraged to celebrate success at every opportunity and a range of rewards exist for this purpose, including:

- ✓ Verbal Praise
- ✓ Positive comments in exercise books
- ✓ Phone calls home
- ✓ Postcard or letter of congratulations home
- ✓ Positives on Class Charts
- ✓ Praise Point Badges
- ✓ Commendations
- ✓ Celebration Assembly
- ✓ House Rewards

We also have a house system which is comprised of 3 houses: Beagle, Mayflower and Britannia which foster a culture of teamwork and supportiveness of those across the school. It is through these houses that we award house points which can be accumulated to earn a collaborative reward. House points may be earned through inter-school competition, exceptional contributions to school life and external representation of the school.

Attitude to Learning (ATL)

ATL grades indicate to pupils and parents the effort and attitude that is demonstrated in lessons. This will be awarded by class teachers at an assessment point in each term according to how the pupil performs in their lessons.

1	You are an outstanding pupil; you meet all deadlines and you consistently put in your very best effort. You demonstrate very effective independent learning skills and participate fully in class activities with others. Your Home Learning is consistently excellent. You clearly respond to feedback. Your focus on learning and progress is an example to others.
2	You are a pupil who is positive in class and contributes to a good classroom ethos. You work well during class activities, your Home Learning is good and you almost always meet deadlines. You have a positive approach to learning and feedback; you are continuing to develop independent learning skills
3	You sometimes produce good work, but frequently only complete the minimum required. Your effort with classroom activities, Home Learning and your response to feedback is not yet consistent. There is plenty of room for improvement if you are going to achieve your full potential
4	You occasionally produce good work or verbal contributions, but frequently are not choosing scholarly behaviours and require a Reset. Your effort in class and with Home Learning needs significant improvement. You are yet to engage and act on feedback.

Tutor Weekly Shout Outs

Tutors nominate one pupil on a weekly basis for a reward with the Head Teacher/ SLT during a PM tutorial. Tutors will award pupils based on them consistently choosing to be their best selves. Pupils receive a cake, drink and letter home to parents/carers

Praise Points and Badges

Pupils are awarded praise points in all of their lessons for consistently displaying scholarly behaviours. There is a progressive system working towards Bronze, Silver, Gold and Platinum reward badges and these are awarded badges in termly reward assemblies and a letter is sent home to parents/carers to recognise this accolade.

Bronze Badge = 1000 praise points

Silver Badge = 1500 praise points

Gold Badge = 2000 praise points

Platinum Badge = 2500 praise points

Commendations

Commendations are given for:

- ✓ Consistently high standards of work or effort over a period of time
A single outstanding project, assignment or piece of work showing significant achievement or effort.

- ✓ A notable contribution to the life of the Academy or community, by participation in a special event or situation.
- ✓ Reliably carrying out a responsibility over a period of time.

5. Recording

Rewards will be recorded through Class Charts. Parents /carers will be notified of the number obtained through the reporting system and will be able to view this information using the parent access function on the Class Charts app / website.

Behaviour interventions will be recorded through Class Charts as well as Individual Behaviour Plans (for some pupils). Parents will be able to view this information using the parent access function on the Class Charts system. Notifications of behaviour interventions are sent through the Class Charts app.

6. Tutor Time

This is an essential part of the day in terms of consistency. Research shows that pupils having a positive start to the day and arriving in a group where they feel they belong vastly improves behaviour and attendance with regards to a sense of belonging. The importance of tutor time and quality tutors is highly valued at Dartmouth Academy. Tutor time involves a structured programme of daily activities including reading, assemblies, attendance and behaviour review and developing knowledge of current affairs.

To support pupils being ready for learning and upholding high standards, tutors will check equipment and uniform at the start of each tutorial, as well as reminding pupils to turn off mobile phones and put them in school bags (ready & safe). Any pupil without uniform can be supported by borrowing necessary items from Reception (where possible). See Part C for follow up to support pupils who are not ready to learn (uniform and / or equipment).

Late to Tutor and school is recorded electronically and sanctions issued in accordance with the 'Ready, respectful, safe' Part C Guidelines.

Senior leaders will deliver regular assemblies and will drop into tutor times to support tutors in achieving high standards and to ensure that there is consistency across the school during tutor time.

7. Anti-Bullying Policy

A culture of Speak Up, Speak Out is maintained at Dartmouth Academy to support our pupils to speak to any member of staff. Bullying in any form is not acceptable and is always treated seriously. It is the responsibility of all staff to ensure Dartmouth is a safe learning environment. Bullying is not tolerated at Dartmouth. See Anti-Bullying Policy.

8. Anti-Drugs Policy

The Academy ensures that all members are informed about the nature and effects of drugs through pastoral and PSHE programmes in Secondary. All members of the Academy have the right to be educated in a community where neither the use nor passing of drugs is tolerated. Every situation is thoroughly investigated and any subsequent action considers the need to balance the seriousness of the incident, the needs and circumstances of the individual and the need to ensure that the Academy remains a drug free community. This includes Academy trips and visits and transport to and from Academy. Furthermore, smelling of drug related substances will result in an immediate SUSPENSION to safeguard all pupils. See Anti-Drugs Policy.

9. Mobile Phones and Earphones

In line with the Department for Education [mobile phone](#) guidance, **mobile phones are not permitted to be out during the school day.**

Mobile phones and earphones should be turned off in school bags. Dartmouth Academy does not expect parents and carers to provide a mobile phone. Where possible, we would like pupils not to be tempted by having a mobile phone due to the research around the negative impact on learning, concentration and attention. From September 2025, no member of staff will expect mobile phones to be used to support learning activities.

If a mobile phone or ear phones/pods are used during the Academy day they will be confiscated and secured safely in the School Office or Reset room where the pupil can collect it at the end of the day. If a pupil fails to hand over their mobile phone they will be placed in Internal for a minimum of three learning periods. Repeated failure to follow this instruction may result in a Suspension.

10. Confiscation

The School [follows current Government advice](#) (click on this link) when confiscating items from pupils.

The School will confiscate any electronic items used inappropriately on the premises such as mobile phones. The School reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought onto the school site on electronic equipment. We reserve the right to retain electronic data as evidence, if necessary. School staff can seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school rules/discipline.

Pupils wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. See Part C 'Ready, respectful, safe' Part C Guidelines.

Pupils with smoking materials (including e-cigarettes and vapes) will have these confiscated and destroyed whether they are found to be smoking or not. They will be issued with a sanction for bringing smoking materials (prohibited items) on to the school premises. At regular intervals during the school year during assemblies we will remind pupils of what these prohibited items are.

Items that are prohibited by the school will not be returned to pupils and will be disposed of by the school according to the guidance in the DfE guidance, as above.

Pupils must not bring any of the items listed below on to the school premises. The School will automatically confiscate any of the items below and has the power to search pupils with or without consent. The level of sanction, up to and including permanent exclusion, will be determined by the nature of the incident.

- knives or weapons (including imitation/ replica)
- alcohol
- illegal drugs or related paraphernalia
- stolen items
- tobacco, cigarette papers , vapes, e-vapes or related items
- fireworks
- lazer pens
- pornographic images
- any article that the member of staff 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). This would include: matches, lighters, metal rulers, 'legal highs', and laser pens
- Pictures or audio recordings of staff or pupils without appropriate consent
- Medication which has not been accounted for under the Medication Policy.

The school will contact the police and other relevant outside agencies if there is reason to suspect the law has been broken and there is a safeguarding risk posed to an individual(s) pupil(s) or the community.

Any prohibited items (listed above) 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.

11. Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Staff will apply the following when searching for or confiscating items:

Searches should only be conducted by members of the Safeguarding Team, Inclusion Team or SLT. 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 headteacher, 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 pass me your school bag and remove your school blazer"
- ✓ 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 (in liaison with the Headteacher and / or Senior Leadership Team) can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Headteacher or Deputy Headteacher, to try to determine why the pupil is refusing to comply.

In liaison with the Headteacher, 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 9, 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 (i.e. coat, jumper or blazer), pockets, possessions, bag etc. '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 blazer being worn over a shirt)

- Hats, scarves, gloves or shoes

Any inappropriate items, regardless of whether it was what was being searched for, can be confiscated and should be passed to the main school reception or designated area (depending on the item).

Informing parents/carers:

Parents/carers will always be informed of any search for a prohibited item (listed in section 9). 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.

12. Use of Reasonable Force

13.1 Use of 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. The school will follow the latest guidance from the Department of Education with regards to the use of reasonable force. This can be found by visiting: [Use of reasonable force in schools - GOV.UK](#)

13. Online behaviour

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.

15. Smoking, Vaping and Alcohol

Smoking, vaping and alcohol are not permitted at any time on the Academy site.

If a pupil smokes, vapes or drinks alcohol, or is present with others smoking, vaping or drinking alcohol a bag search will take place. A bag search will always be conducted with two adults in attendance (see searching and screening). If a pupil refuses a bag search the consequence is Internal Exclusion. Repeat failure to follow this instruction may result in suspension.

Any items or related paraphernalia that are found during a bag search is confiscated and disposed of. Items are not returned to pupils. Parents and carers are informed by phone. The Police will be contacted and involved in the case of serious offences.

16. Transport

This Behaviour for Learning Policy includes the times that pupils are using Academy transport.

Where poor behaviours continue on the bus or taxi, parents will be contacted and pupils will be issued with a warning letter and a transport contract that pupils and parents will sign.

If pupils continue to breach this contract they will be removed from the transport for a period of time. Pupils will be allowed to reintegrate back onto to the transport but if behaviours continue, a complete ban from the transport may occur.

15. Support

We aim to support all our pupils to ensure that every child succeeds during their time at Dartmouth Academy. The Inclusion Team monitor internal behaviour in a timely manner to identify any concerns. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. Internal behaviour thresholds have been established to trigger further SEND assessments and these will all be triaged by the Inclusion Team. If a pupil is demonstrating behaviours around the school site which raise concern and they are not on our SEND register, we will start a 'QuickChecker'. See SEND Information Report for further information.

We will always consider whether continual disruptive behaviour is the result of an unmet educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate.

16. Investigating incidents

If required, in addition to pupil voice & witness statements, CCTV may be used in the investigation of incidents, which is regularly reviewed. This is not accessible to parents and carers due to GDPR.

17. 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 the ESW Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

18. Behaviour of Parents/Carers

Dartmouth Academy is passionately committed to building strong and positive relationships between the school and parents / carers. Regular feedback is obtained from parents via ESW questionnaires, parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school in accordance with the Communication Policy. Staff liaise closely with parents / carers to support effective transition into the school.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end, the School will take firm action against any parents who behave inappropriately towards the School or any members of staff. This includes the use of banning orders or specifying specific mechanisms of communication.

The School deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails. Dartmouth Academy reserves the right to follow this up.

19. Complaints

Please refer to the [Education South West Complaints Policy](#).

Part C - Ready, Respectful, Safe

These guidelines below are how we foster a culture of ready, respectful & safe at Dartmouth Academy. In all 'follow up' to behaviour at Dartmouth Academy, we allow students to have their voice heard in line with Rights Respecting School and apply reasonable adjustments.

1. Uniform & Equipment – Ready (see uniform appendix)

Tutors warmly welcome pupils at their door each morning and check that pupils are looking their best selves in line with our Uniform Policy.

If there are any difficulties with uniform, we ask that parents / carers communicate with their child's tutor in advance, resolving the issue as quickly as possible.

We will be consistent with all issues relating to uniform. If a pupil is not meeting or unable to meet uniform expectations, they will be offered a replacement where possible. If they refuse to wear the replacement, we will ask that a parent or carer brings in the missing article/s with refusal to accept the alternative will be considered as defiance and the pupil may be placed in Internal until the issue is rectified.

The Academy uniform must be worn at all times – the only exception to this is when a pupil is given special permission for a particular activity, such as an off-site visit or a non- uniform day.

Tutors will check pupils are equipped for the day, every morning – we highly recommend a clear plastic pencil case with the required black pen, purple pen, pencil & calculator.

Pupils will be supported to become independent with being ready to learn, accessing Reception if they require equipment. Tutors will communicate with home for regular incidents which require further support.

For repeated breaches of not being ready to learn with regards to equipment will result in a breake time detention.

2. Attendance and Punctuality – Ready

At Dartmouth Academy pupils are consistently reminded that 'Every Second Counts' and punctuation is imperative to this.

Pupils are warmly welcomed into school every morning. Pupils should be sat down in their tutor room by 8.45am each day. Any pupil arriving in their tutor room after 8.45am and before 08:55am will be triaged by a member the Inclusion Team in Reception and issued with a break time detention and recorded as L.

An AM late mark (L) is given to pupils who arrive after 08.45am but before 09.15am. Those who arrive after 09.15am are given an AM unauthorised absence (U). AM Late Escalation (any after 9.15am) are recorded by the admin team and names passed to the Attendance Officer.

Late marks are additionally marked for pupils who do not arrive to their timetabled lessons on time. If a pupil is more than 5 minutes late to P1, 2, 4 and 5 they are sent to Reset to triage. Further escalation to an Internal may be put in place if there is no plausible reason for being late. If a pupil is late to P3 or PM tutor they are sent to Reset immediately for triage and further consequences may apply.

3. Truancy - Ready & Safe

If a pupil truants from a lesson or from the Academy site they will be placed in internal exclusion for a minimum of three learning periods. Parents will be informed of truancy from Academy site and if we cannot contact parents, police will be informed. This may be escalated further depending on the behaviour whilst being truant.

4. Behaviour Outside of the Classroom – Respectful & Safe

Behaviour outside of the classroom encompasses:

- ✓ Behaviour in the corridors and communal areas of the Academy
- ✓ Behaviour at break and lunchtimes
- ✓ Behaviour on the way to and from the Academy; in the community, on the bus, etc.
- ✓ Behaviour outside of Academy if it impinges on the well-being of other pupils and or staff (e.g. via social networks, etc.)

We expect pupils to:

- ✓ Walk on the left-hand side of the corridors and the stairs
- ✓ Move around quietly and calmly, especially on the stairs
- ✓ Line up quietly outside classrooms at the start of lessons
- ✓ Be considerate of and helpful towards others, especially younger pupils
- ✓ Show respect for the physical environment. This includes not dropping litter or knowingly damaging Academy property
- ✓ Refrain from any activity that could be regarded as unkind, bullying or harassment of others
- ✓ Show equality and fairness to all members of the Academy community and not to act in a way that could be regarded as prejudiced or discriminatory

Where behaviour outside of lessons is deemed to be in breach of Academy expectations they will be sent to Reset for triage and if deemed necessary a pupil will be set an appropriate consequence such as a detention. For more serious or persistent behaviour incidents a more significant consequence may be used.

If a pupil does not attend a detention or complete the consequence in an appropriate way the consequence will be escalated.

5. Report Cards – Ready & Respectful (see Report Escalation)

Report cards give the opportunity to identify where pupils are experiencing success in Academy so that it can be built on across all subjects. The report is a tangible method to show the pupil where they are making positive and negative behaviour choices.

Following a pupil request or a decline in positive behaviour choices, the Tutor or SLT may put a pupil on a weekly report.

The pupil is required to ensure that every teacher from all of their lessons is handed the report and notes down if their targets have been achieved. Parents sign the report in the evening and the report is then replaced with a new one the following week.

Parents/carers are informed via a phone call/email or letter if their child, a pupil, is placed on report.

6. Individual Pupil Plans – Ready & Respectful

If support from tutor, teachers and Pastoral support is not successful, a meeting is organised with parents/carers to discuss an appropriate support plan. The type of plan put in place will depend on the circumstances and type of behaviours which are causing concern and individual needs of the pupil.

Such plans may include:

- Academy support Plan (ASP) (see ASP protocol)
- Personal Education Plan review (for Looked after children)
- Education Health Care Plan Review (for SEND pupils with an EHCP)
- Risk Assessment/ Safety Plan (for pupils with significant safeguarding concerns)

Where a pupil has complex, significant needs, one plan which incorporates key sections of all the above may be put in place in order to make it accessible for the pupil, parents and carers and other professionals to access. All plans above are designed to specify further support and set clear, achievable targets. Plans will be reviewed in a timely manner, according to pupil need.

7. Alternative Provision Horizons (onsite) – Ready & Safe

Provision may be supported in school through 'Horizons'. Horizons is a short term in-school provision where pupils will have an adapted timetable and receive specific support for their needs in order to support a return to their timetabled lessons.

Where a pupil meets certain criteria they may have access to Horizons – See SEND Information Report

8. Alternative Provision (offsite) – Ready & Safe

If a pupil's unacceptable behaviour continues to impact on the learning of themselves or others and is showing very little signs of improvement they may have their education directed to an alternative provision. The aim of the alternative provision will be to support improved decision making and efforts in Academy.

9. Detentions – Respectful & Safe

Pupils who do not meet the Academy expectations for behaviour will be issued with a detention to support them with being consistently respectful and safe.

Pupils have to attend detentions and we would expect parent/carers to support school with this important consequence. The Department for Education cites the following in the Behaviour in schools; [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#).

- Teachers have authority to issue detention to pupils, including same-day detentions.
- A school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible sanction.
- A detention is a commonly used sanction, often used as a deterrent to future misbehaviour.
- The Principal can decide which members of staff can issue detentions.
- Parental consent is not required for detentions that satisfy the conditions mentioned in the 'Behaviour'24 in schools' guidance.

Pupils with significant SEND may have an appropriate, reasonable adjustment applied, as required. A record is kept of all incidents and consequences and reviewed to ensure the policy does not unintentionally discriminate against a particular group of pupils.

10. Reset– Ready & Respectful (See Reset Protocol)

Pupils are aware of the scholarly behaviours expected of them whilst in Academy. If these behaviours are not displayed, a verbal warning is given; persistent failure to follow these instructions will result in duty being called to support the pupil to be their best selves and regulate to remain in the lesson. If the pupil is unable to make this positive choice they will be Reset.

The pupil will remain in Reset until they are able to demonstrate calm, consistent learning behaviour that will not disrupt the learning of themselves or others nor impact on the welfare of themselves or others. Pupils who adhere to the expected protocol in Reset and complete the work set to the best of their ability will be expected to stay for one lesson, plus a lunch time detention. Pupils will be supervised in the View if they wish to purchase food/drink items during these times.

Expectations in Reset are consistent with those set by class teachers. Reasonable adjustments are applied for pupils with significant SEND. The graduated response is applied to ensure all work can be accessed by pupils and all teachers adapt their teaching to meet the needs of all learners.

The work provided in Reset is in line with the learning cycle and knowledge organiser to minimise gaps in learning and ensure learning is current and in line with classroom learning activities.

Pupils who fail to make positive choices whilst in Reset will be escalated to Internal Exclusion.

11. Restorative work – Ready & Respectful

Whenever possible, restorative work of an appropriate type, based on the pupil's individual needs, will take place prior to the next lesson, following a pupil being sent to Reset.

Where issues continue in lessons over a period of time, parents/carers will be contacted by the teacher or tutor who will invite parents/carers into the Academy for a meeting to discuss further and set appropriate targets for success.

12. Internal Redirection - Ready, Respectful & Safe

Pupils are referred to Internal Redirection if they do not make positive choices in Reset or as a one-off consequence for more significant negative behaviours.

Pupils are expected to work in silence. Pupils are expected to work in the Internal Redirection Room for a minimum of three learning periods and break or lunch .

Reasonable adjustments are made for pupils with significant SEND to ensure work set is reasonable and fair. The expectations and consequences are consistent with those in Reset and the classroom. Should a pupil choose to ignore formal warnings one and two, despite positive reinforcement, positive behaviour management approaches by the supervisor and any applied reasonable adjustments, the pupil will receive a further consequence. In the majority of cases, this will be a suspension but may also be a day (or multiple day) of directed education at a different setting such as another ESW school/Academy, or an outreach/alternative provision provider if there are significant safeguarding concerns.

13. Suspension - Ready, Respectful & Safe

A Suspension may be used immediately in the following circumstances:

- Threatening and aggressive behaviour to a member of staff.
- Racist or homophobic incident
- Physically attacking another pupil
- Failing to meet expectations during Internal Exclusion
- Persistent failure to follow instructions given by staff

A member of the Inclusion Team or Senior Leadership Team will contact parents/carers to inform them of the reason for the suspension, the length and a return date. A formal letter will be emailed/posted home.

After a Suspension the pupil and parents/carers are expected to attend a return from suspension meeting, to discuss the incident which led to the suspension, any useful context, and provide an opportunity for parents/carers and pupils to offer their views on the incident and any useful information which would support a positive return from suspension and fresh start. At this meeting, the Academy expectations will be reiterated, and any further support will also be discussed.

14. Off-site Direction- Ready, Respectful & Safe

The Academy may direct a pupil to attend another education setting to improve their behaviour. When interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction may be used to arrange time-limited placements at an alternative provision or another mainstream school.

15. Managed Move – Ready, Respectful & Safe

A Managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If all previous consequences have proved ineffective and the pupil remains at risk of Permanent Exclusion, the Academy may offer a managed move as part of a planned intervention.

The Academy will inform the County Inclusion Team. Where a pupil has an EHCP plan, the statutory duties on the new school and local authority will apply. A managed move will only occur when it is in the pupil's best interests.

16. Permanent Exclusion – Respectful & Safe

The decision to exclude a pupil permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following the range of strategies as laid down in the Academy Behaviour for Learning Policy. It is an acknowledgement by the Academy that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

These might include:

- Serious, actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive or imitation weapon
- Making a serious false allegation against a member of staff

There may be exceptional circumstances where in the Principal's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. The Principal (or delegate) will contact the parents/carers and sends a letter home. The Academy follows Devon Local Authority Guidelines for permanent exclusions.

Appendix 1 – Uniform

Dartmouth Academy Uniform

Main Uniform



- Academy black blazer and/ or Academy black V-neck jumper
- Academy House tie – Replacement ties are available to purchase from Reception
- Smart black tailored trousers or shorts, or knee length Academy tartan skirt (**no stretch fabric, jeans or leggings**)
- Smart white shirt buttoned to collar
- Black/white socks or black / flesh coloured plain tights



PE Kit

- Academy long sleeved PE top (optional)
- Academy short sleeved PE polo top
- Academy black PE shorts or black skort
- Long black sports socks for PE

Shoes

- Polishable plain black shoe/trainers (no platforms or high heels)

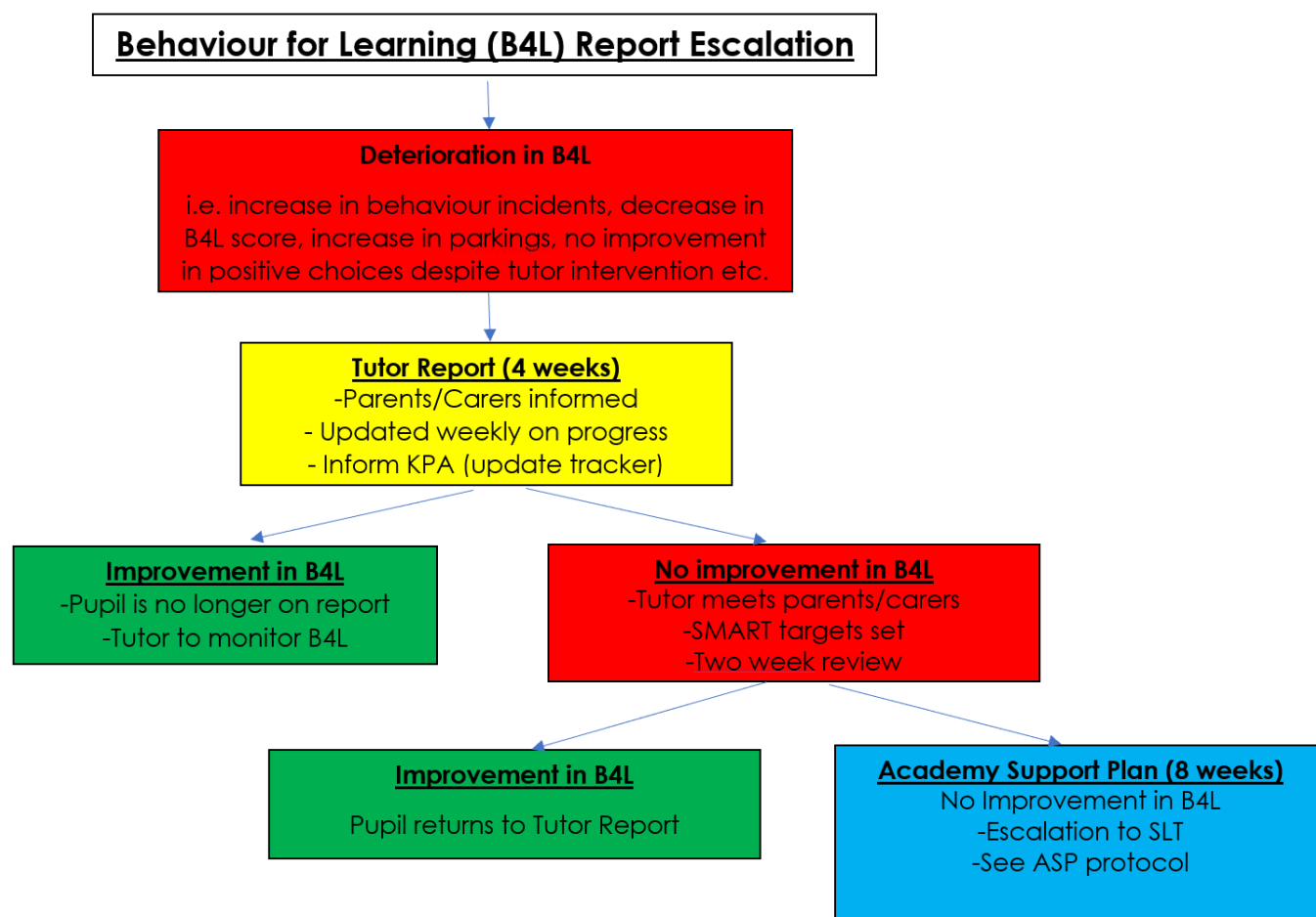
Jewellery, Hair & Make-Up

Wearing decorative jewellery is unsafe and not appropriate for a modern, active educational environment.

- Pupils may wear up to two pairs of small, **plain ear-studs in the lower ear lobe**.
- One 'discreet' necklace, bracelet and watch may be worn
- High fashion hairstyles including **shaving or shaved patterns and non-natural colours are not acceptable** for any pupil
- Make-up should be minimal
- Nail varnish must be of a **natural colour; false nails are not permitted**.

Please note that the Academy reserves the right to make the final decision as to the appropriateness of dress, jewellery, makeup and hairstyle.

Appendix 2 – Report Escalation



Appendix 3 – Lesson Systems

Dartmouth Lesson Systems

Lesson system:

1. **Warning 1** – Mark against scholarly behaviour not being shown
2. **Warning 2** – 2nd mark against scholarly behaviour and move place if necessary
3. **Duty** – if appropriate duty will support the pupil to regulate in order to successfully continue the lessons
4. **Reset** – if a return to the lesson is not deemed appropriate the pupil will continue their work in Reset and complete a lunch time detention.

Immediate relocation to Reset for:

- Highly disruptive behaviour
- Refusal to follow instructions / questioning why a warning has been given
- Abusive or offensive language
- Physical behaviour
- Unkind behaviour

Scholarly Behaviours

1. **You are on time for all lessons**
2. **You follow all instructions**
3. **You complete all work to the best of your ability**
4. **You respect the right for other pupils to learn**
5. **You treat others with kindness and respect at all times**

Appendix 4 – Reset Protocol

Dartmouth Reset Protocol

Expectations:

- Pupils must arrive within 3 mins
- Enter calmly & silently
- Phones must be placed in the box
- Work in silence and complete all work
- Sit in the specified seat
- Complete the scholarly reflection
- Ask for help by putting your hand up if you are stuck
- Pack up and leave quietly when asked

Lunch detention

The consequence for being sent to reset is a detention, you will use this time to complete a restorative conversation. **You are responsible for turning up for this, if you don't attend you will go straight to Internal.**

System in the Reset Room

5. **Warning 1** – Mark against scholarly behaviour not being shown
6. **Warning 2** – 2nd mark against scholarly behaviour and move place if necessary

7. **Internal** - Immediate notification, incident recorded, contact home. Refusal to go will result in a suspension.

Scholarly Behaviours

6. **You are on time for all lessons**
7. **You follow all instructions**
8. **You complete all work to the best of your ability**
9. **You respect the right for other pupils to learn**
10. **You treat others with kindness and respect at all times**

