



NORTH DURHAM  
ACADEMY

# **Behaviour and Rewards**

**(Uniform, Searching Students & Anti-Bullying**

# **Policy**

## **Introduction**

In light of experience and best practice, the effectiveness of this policy will be monitored annually and reviewed every three years. This mechanism recognises that changes in legislation may prompt a review of the policy before the three years stipulated.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff, partners and volunteers to share this commitment.

This policy applies to all activities undertaken by the Academy in pursuing its purpose as an educational institution whilst serving its students, community and wider stakeholder interests.

All policies are subject to Equality Impact Assessments. Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a different impact on grounds of race, gender, disability, age, religion or sexual orientation.

If you require this document in an alternative format and/or language, please contact our Executive Support Officer, Mrs Christine Connolly.

We are always keen to hear suggestions regarding Academy policies.

To make suggestions or to see further information please contact:

### **Executive Support Officer**

Telephone: 01207 507001  
Email: [dpo@ncdat.org.uk](mailto:dpo@ncdat.org.uk)

## **Footnote**

In an effort to keep costs to a minimum, a conscious decision has been made not to print out this document and it would be appreciated that you refer to the copy and relevant Appendices available on the Website/VLE.

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# 1. Rationale & Aim

## Rationale

At North Durham Academy we are committed to ensuring all our students are encouraged to adopt behaviours that support learning and promote good relationships.

Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

This policy, supported by the policy into practice promotes the underlying principle that; Pupils can learn; teachers can teach; staff can do their job; and parents have confidence that their child is safe and supported to do the best that they can.

## Aim

To promote outstanding behaviour for learning that enables all students to achieve their full potential in a safe and calm environment.

# 2. Objectives

To achieve our stated aim we will:

- ensure that the Academy, is a safe and supportive environment for all staff and students
- ensure that all members of the Academy community are shown respect and show respect for others and that any form of discrimination or bullying will be challenged

- ensure that all members of the academy community feel safe and are not subject to physical or verbal abuse, aggression or harassment both on, and outside of the academy site
- encourage a positive approach to behavior and attendance by modelling the expected standards and rewarding positive achievements
- ensure that the environment, curriculum and other factors within the Academy's control are monitored to ensure the promotion of good behavior and attendance, ensuring that where these falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently

### **3. Strategies**

To ensure progress against the objectives outlined in this policy, there is a Behaviour and Rewards policy into practice document that details the procedures for implementation. This document can be requested directly from the Academy. Our procedures are reviewed annually and adjusted regularly to reflect current practice and new legislation and guidance.

To ensure progress against these objectives all staff will follow the guidance in the Policy into Practice consistently and will:

- have clear rules and routines for behaviour in their classroom
- take responsibility for promoting courteous behaviour both within classrooms and around the Academy
- have high expectations for behaviour and attitude to learning
- use rewards frequently
- use sanctions proportionately
- maintain good relationships with students and their parents to promote good behaviour ensure staff and parents/carers understand that the use

of reasonable force and the powers to search and confiscate banned items are sometimes necessary to keep everybody safe.

## **4. Roles & Responsibilities**

### **The Company Secretary will ensure:**

all policies are kept up to date.

### **The Principal will:**

monitor and evaluate the policy

### **Senior leaders will ensure that:**

The day to day management and implementation of the policy are maintained and to ensure that all aspects of the policy are applied equitably and consistently.

### **Subject leaders will ensure that:**

members of their departments are implementing the policy consistently and that they monitor patterns of behaviour and ensure that appropriate actions are taken in response.

### **All teachers/staff will:**

- apply the principles of the policy consistently and proportionately
- plan for good behaviour and attitudes to learning
- develop positive working relationships with all students

### **Year Managers and other members of the Deep Support Team will:**

- monitor the behaviour and learning attitudes of students on a daily basis
- ensure that interventions are appropriate, timely and supportive
- work closely with parents & other agencies where possible to ensure the most appropriate support is available

## 5. Standards by which the success of this policy can be evaluated

Staff and students can operate within a safe and orderly environment free from bullying and discrimination. As a result, all students will consistently make good progress and fulfil their future life chances.

## 6. History of Policy Reviews

<b>Implementation Date</b>	26 <sup>th</sup> September 2018
<b>1<sup>st</sup> Review Date</b>	November 2020
<b>2<sup>nd</sup> Review Date</b>	
<b>3<sup>rd</sup> Review Date</b>	

## 7. Associated Documentation

This policy and its accompanying Policy into Practice are underpinned and shaped by the relevant legislation and guidance including:

- Education Act 1996
- School Standards and Framework Act 1998
- The Education Act 2002, as amended by the Education Act 2011
- Education and Inspections Act 2006
- School Information Regulations 2008
- Equality Act 2010
- Education Act 2011
- The School Behaviour Regulations 2012
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012
- Use of Reasonable Force, DFE: July 2013

- Exclusion from maintained schools, academies and pupil referral units in England, DfE: July 2017
- Searching, screening and confiscation at school, DfE: January 2018
- KCSIE 2020