



THE DEAN
ACADEMY
Enjoyment Achievement Community



The Dean Academy Behaviour Procedure



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Our School

The Dean Academy is a school committed to core values of respect and responsibility. We aim to work together to build and maintain a sense of community within and around the school.

As a school community, it is our view that all young people have the right to learn in a calm and disruption-free environment. The purpose of this policy is to promote a positive climate for learning at all times. The policy aims to support staff in ensuring a consistent approach to the building, maintaining and repairing of relationships, so that young people achieve the best possible outcomes. We want our students to have a resilient approach to their learning and to develop their responsibility and self-respect. We want our students to respect their school, the staff and the environment, as well as each other so that positive relationships are maintained.

Restorative Practice is at the heart of what we do – we believe that a school can only be successful when it is a true community. Achieving good relationships in school depends on every member of staff understanding that adults need to model the behaviour they wish to see from students, that good behaviour needs to be taught as much as academic content and that lapses in behaviour can be a learning opportunity for students.

Our Vision:

ENJOYMENT

ACHIEVEMENT

COMMUNITY

Our Mission:

To provide a high-quality, comprehensive and meaningful education for all students. Together we will build an inclusive and aspirational community where students and staff are empowered to reach their full potential. Our curriculum will seek to meet the needs of all students. Each student will be treated as an individual, and given the tools to leave us with the personal qualities, skills and qualifications they need to lead successful lives.

Our Values:

Be Respectful

Be Responsible

Be Ready



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The Restorative Approach

At The Dean Academy, we have high expectations of our students. We encourage all young people to try their best to achieve their goals. They should understand that it is the responsibility of staff, students, parents, governors, and the community as a whole to uphold and maintain our school values. For occasions when this is proving not to be the case, we use restorative approaches to help all key stakeholders understand the impact of their actions and how to put it right. We believe that by using Restorative Practice we are giving students the skills to independently make better and more informed choices in the future.

Restorative approaches encourage us all to think about how our behaviour affects others. It helps us to develop respect, responsibility, truth telling and reflection.

If a student or member of staff in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a student has done something wrong they will be offered opportunities to put things right and change their behaviour so it does not happen again. If this does not happen, sanctions will still be put in place.

By using the Restorative Approach it allows ALL parties to have their say AND be listened to.

When our students find themselves in conflict or upset we will ask them:

- What happened? (Story Telling)
- Who has been affected by this? (Impact)
- What needs to happen now? (Solution Focus)

Most situations can be dealt with by working through these questions. The aim here is that everyone has a voice and the outcome is fair for everyone. If somebody is upset, we aim to help them feel better. If someone has done something wrong, we

Building, Maintaining and Repairing

expect them to take responsibility for their actions and fix the situation.

Building, Maintaining and repairing relationships are the fundamental aims of the Restorative Practice Framework and underpin the Restorative process.

- Building – The key to successful classroom management is the forging of positive relationships with students and teachers.
- Maintaining – Providing students with effective feedback to ensure a positive and productive working relationship.
- Repairing – Using elements of the Restorative Practice Framework to support the student and teacher to repair harm or conflict should it arise.

Rewards

The Dean Academy will use a range of rewards to support the building of an ethos that promotes and encourages good behaviour and creates an environment conducive to learning. Rewards will be administered on a daily, weekly and termly basis.

Positive Points are used to reward students for producing quality work in line with their ability, their level of effort and their progress.

Positive Points are also awarded for activities and actions that:

- a) Contribute positively to aspects of school life as underpinned by the school values.
- b) Promote healthy lifestyles
- c) Help other students or members of the school community.

Positive Points are awarded by staff via Class Charts. Positive Points are then tallied on Class Charts and contributed towards weekly and termly competitions.

Postcards are used to reward high quality work, effort and progress. Postcards are available from subject leaders and should either be passed directly to the student or sent home via the school office.

Additional Rewards

Conduct Cards – Students who keep a 'clean' conduct card throughout a term will receive a certificate and be entered for an end of term raffle to win a prize.

Students who have 100% attendance will be entered for a weekly prize draw.

Termly awards assemblies.

Awards lunches.

Hot Chocolate Fridays.



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Behaviour Procedure

These procedures outline the standards of behaviour the school expects of its students. It is intended to support the aims of the school and promote a culture where students can realise their true potential. It is also designed to ensure that students have an opportunity for dialogue and to have their views heard.

It is based on the principle that we value every member of the school community. Learning and teaching are our core activities and as a result we insist on a constructive partnership between staff and students in which both can expect courtesy and respect.

The school community

In order to maintain positive relationships in the school community, there will be regular check ins for staff and students to discuss issues, find solutions and build social capital. Every Monday, tutor groups will start the week with a check-in circle. Staff will meet each Monday and Friday morning.

In lessons

A core function of every subject teacher is to take responsibility for the learning environment and the conduct of students within it. This will take into account many factors including, but not limited to:

- The condition of the classroom
- The layout of the classroom
- The start and end of the lesson – meet and greet/supervised departure
- The lesson plan
- The plan for more challenging students
- Effective feedback to engage and show progress
- Meaningful homework that enhances learning.

If a student's behaviour does not meet our expectations the student will be given a verbal reminder – this will be based on our 3 simple values (Be Respectful, Be Responsible, Be Ready).

A second warning will result in their name being written on the whiteboard under the 'Caution' sign and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board. This is to ensure consistency, clarity and fairness. This name will remain on the board for the rest of the lesson, but as long as expectations are met for the remainder of the lesson there will be no further action. If for a third time during a lesson a student fails to meet these expectations they will be sent to the referral room.

Staff reserve the right to remove the student from the room immediately, without following the above system, if a student's behaviour causes major disruption to the lesson.



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Parents will be contacted immediately by pastoral staff to inform them that a student has been sent to the Referral Room.

If a student is sent to Referral

When the student arrives at Referral, they will be checked in by a member of the pastoral team and asked to fill in a reflection form. The member of staff will also endeavour to speak to them about what happened. If the student is able to return to their lessons later that day, they will spend the remainder of the lesson in the Referral Room, completing any work set. They will be entered for a same day detention and parents will be contacted. If a student is not ready to return to the classroom, they will spend the remainder of the day in Referral. This will allow pastoral staff to assess needs and put into action any further support needed.

The member of staff who sent the student to Referral will collect the students' reflection sheet and meet with the student at the end of the day for a restorative conversation where they will discuss their actions, their impact and what needs to change. An agreement will be reached between the member of staff and student. The member of staff will then call home to inform parents of the outcome. To allow this to take place and for students to sit their detention students sent to Referral will be required to remain in school until 4.00pm that day. Parents will be contacted by phone to inform them of this as soon as they are removed from a lesson. If a student is removed from a Period 5 lesson, the student will be asked to sit the detention the following day.

If a student does not meet expectations to return to lessons once in Referral, they will be asked to work in the Referral Room for the remainder of the school day and an action plan will be agreed for next steps.

If a student refuses to go to the referral room when asked, they will be entered for an after-school detention on the same day that will run until 4.30pm.

Out of Class Conduct

Our school values of respect, responsibility and readiness are crucial throughout the school site. Students are expected to carry Conduct Cards at all times. If students are seen going above and beyond in meeting the school values, they will be issued with positive conduct points, recorded on the back of their Conduct Card. Should students fail to meet the school's values, staff will record a Conduct Point. Tutors will check Conduct Cards each morning and should a student receive 5 Conduct Points, they will be required to stay in school until 4.00pm on that day. A message will be sent home immediately to inform parents.

Should a student lose their Conduct Card, they will be able to go to reception between 8.30am and 8.45am to collect a replacement. They will be able to do this 3 times in the school year without a consequence; after the third time they will be issued with a new card and given a detention. Should they be asked for their Conduct Card at any other point in the school day and they fail to produce it, the



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card will be treated as lost and the student will be required to stay in school until 4.00pm on that day. During this time the student will work with the pastoral team to develop an action plan – the aim will be to ensure that steps are put in place so that the behaviours are not repeated.

Lateness

Conduct points will be issued for any student who is late to school or to a lesson without a valid reason (2 bells will sound before each lesson, 5 minutes apart – if a student is not in class and ready to learn by the second bell, this will be deemed as late).

Equipment & Uniform

Students must ensure that they bring required equipment and that they wear correct uniform. A conduct point will be issued if a student does not have the required equipment for any lesson, including PE kit, or if uniform is incorrect. In all lessons, students should have a black or blue inked pen, a pencil, a ruler and a scientific calculator. All stationery can be purchased from Resources.

Defiance

If a student refuses to hand over their conduct card when asked, the member of staff will explain that they will therefore be required to remain in school until 4.30pm on the same day.

Staff reserve the right to not make use of the conduct card if a student's behaviour causes major disruption on the school site.

Restorative Conversations

The restorative conversation is, and always will be, the most important part of any consequence put in place at The Dean Academy. It provides an opportunity for those involved (staff – student / student – student) to begin to rebuild the relationship and for each person to express their own perspective and feelings about the incident. Any consequence undertaken must involve this conversation at some point (not always at the same time) and must be discussed with parents / carers in a follow up telephone call.

The conversation is not to be used as another opportunity to admonish students – that will already have been done via check in to the Referral Room and through their time there. The focus of this conversation must always be about moving on and should involve the setting of targets to determine “what next?”

Restorative conversations should always:

- Help the student(s) reflect on their behaviour
- Be based on the use of restorative practice (What? So What? Now what?)
- Move the student(s) on from that behaviour

STEP 1: WHAT HAPPENED?

- Why do you think you were sent to referral?
- What had happened in the lead up to that point?
- How were you feeling before this happened?
- Do you feel like anyone / anything provoked you before this happened?
- How does this break the school's values?

STEP 2: WHAT WAS THE IMPACT?

- How did you feel as the incident happened?
- How did you feel as I spoke to you about the incident?
- How did your behaviour change the atmosphere in the room?
- What impact did your behaviour have on other people in the room?
- How do you think X felt when this happened?
- How do you think this impacted on me?
- Who else is this going to impact on? At home? Your friends? How will they feel?

STEP 3: HOW DO WE MOVE ON FROM THIS?

- How do you think we can rebuild our relationship now?
- How can I / you make things better when you are back in lessons?
- What is that going to look like? How will I see things being done differently?
- How can we support you when you are back in lessons?
- What needs to happen to put this right?
- How are you going to feel when you are acting in this way? Why is that better?

Details on Restorative conferences:

If a situation cannot be resolved the same day, a student may be asked to attend a Restorative Conference. This is a meeting with everyone involved to:

- Discuss what is happening
- Look at who has been affected or upset
- Decide how, when, what can be put right
- Find a way forward in a way that is fair to everyone

This means that it may not always be appropriate for the Restorative Conference to happen on the day of the incident, but will be completed when appropriate to ensure a fair process.

This allows the school to:

- Encourage the student to take responsibility for their poor behaviour.
- Give those affected by this behaviour the opportunity to be acknowledged and have the wrongs 'put right'.
- Support those displaying poor behaviour to make better choices in the future.
- During a conference an agreement is made, this will list actions or promises that the individual/s need to agree to carry out so the conflict can be put right and doesn't happen again.
- Someone within school will make sure that everyone is keeping to the agreement.

Parents/carers may also be invited to attend a conference if it is felt that it would be helpful for your child that you were there.

Support

It is imperative that the school works closely with students and parents/carers to develop effective strategies to support students. Constant liaison and collaboration are required in order to develop consistent approaches that enable the students to learn. Below are intervention programmes that we will use to support students who are struggling to meet the school's expectations.

Three Day intervention Programme

Parents will be notified if students are moved onto this intervention programme. Over 3 days the student will receive the following support (it will not always be appropriate to offer all interventions below):

- Head of Year (HoY) to review class charts for patterns of positive and negative behaviours
- Request information from core subject teachers
- Student to have a 10 minute check in/check out with HoY at the start and end of the day
- HoY to meet with student – complete one page profile and distribute to all staff
- Student observations in lessons looking at specific behaviour triggers
- SEN to complete screening for reading age, dyslexia, dyscalculia, SEMH concerns
- Students temporarily come out of some lessons if information from class charts suggests that this would be an appropriate course of action
- 1:1 behaviour session focusing on the behaviour triggers
- Meet learning mentor



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- Careers Advisor meeting
- Restorative conversation with teachers identified from classcharts where behaviour issues arise
- 1:1 behaviour session focusing on the behaviour triggers
- Member of staff to support student in a lesson following the RP conversation
- Meeting with parents and student to set up My Plan – distributed to staff and reviewed 6 and 12 weeks later. Adjustments made at the review times.

Three Week Intervention Programme

This intervention programme will be put in place for students who need further support in meeting school expectations following completion of the three day intervention programme. Over 3 days the student will receive the following support (it will not always be appropriate to offer all interventions below):

- 1 member of SLT assigned to student, daily check ins
- The family group conference, EP referral, YST referrals completed if necessary; signed by parents
- Reduced timetable to 3 hours a day, student is to initially attend lessons where they have a positive relationship with the teacher
- Behaviour observations in lessons
- Start a career profile – interview with careers advisor
- RP training with student
- RP conversations with staff
- 1 to 1 behaviour intervention
- Meet learning mentor
- Boxall profile to be completed
- ATS (SEMH) and EP (my journey) visit to see student and staff
- Parents to meet with Head of Year and complete the My Plan Plus paperwork
- My assessment to be completed
- SENCO involvement for SEMH – interventions to be put in place if required
- visit somewhere that they would like to work, meeting with external employer looking at skills they would need
- The student will spend time with identified staff to build social capital by talking about or doing activities that are not curriculum-based
- 1 to 1 work catch up: Maths and English
- mock interview, CV writing
- 1 to 1 behaviour intervention
- Governors panel – Head Teacher and Head of Year to explain the impact of the process and to form an action plan for the future



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The Graduated Pathway

Building on the strengths of the SEND Graduated Pathway that was introduced in 2016, the Graduated Pathway of Early Help and Support provides an integrated and holistic framework to support all children with additional needs and their families. The path has several stages that builds up support for our students and families.

The stages of the graduated pathway:

Stage 1 My Profile – information regarding the student's needs and what we can do to support them.

Stage 2 My Plan – Action plan of support with SMART targets that are reviewed with a specific time frame. This includes a level of intervention that has additional support.

Stage 3 My Assessment and My Plan + – This is a full history of the student's needs and what support has already been put in place. A new Action plan is put in place with additional support from outside agencies, this is also reviewed within a specific time frame. The levels of intervention would generally have a multi-agency approach.

Stage 4 EHCP – Statutory assessment is completed and if the student requires an EHCP then county approve it. This provides students with more specialist provision that is tailored to their needs.

We are working with the Early Help team to integrate the Graduated Pathway into our systems so that we have one approach to student needs. Safeguarding and Attendance have started to develop procedures to incorporate the graduated pathway. From September 2018 pastoral, safeguarding, attendance and SEND will have one approach for students and families that provides targeted holistic support.



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Appendix



EXCLUSION: GUIDANCE FOR PARENTS AND CARERS

Reasons for Exclusion

Students are excluded from The Dean Academy for inappropriate and unacceptable behaviour. This could be towards a member of staff, students, other members of, or visitors to, our community or even to the environment or the fabric of the building. The reason for the exclusion will be given in the exclusion letter. The letter will also state the number of days the exclusion has to cover.

Purpose of Exclusion

Exclusion is a very serious form of sanction. We hope that students and parents or carers will appreciate that this sanction is not used lightly and only in the case of severe misbehaviour. It must not be perceived as a 'day off'. Exclusions are a statement that the student is not welcome in our community during the period of the exclusion and we expect our students to reflect upon their behaviour and consider how it must alter in order for them to reintegrate successfully into school.

Parental Support

The school considers all aspects of a situation very carefully before excluding a student. In order for the exclusion to fulfil its purpose the support of parents or carers is crucial.

Recent legislation requires parents or carers to keep excluded children under supervision for the first five days of any exclusion. Under this law parents will face fines if they or another adult family member do not supervise the child who has been excluded from school.

For exclusions of more than one day, work will be set for the student to complete during the exclusion. We ask that parents or carers ensure that this work is done and returned to school after the exclusion.

All parents and carers have signed the Home and School Agreement, which states that they will support the school in the implementation of its policies and behaviour management. In this light, we hope that parents or carers will reinforce the message that this is the school's strongest sanction and is only used in the most serious of cases.

Following Exclusion

Following exclusions, a parent or carer will be expected to come into school with the student for them to be readmitted; the name of the member of staff to whom they have to report will usually be on the letter. We hope that this will give the student, parent or carer and member of staff the opportunity to explore alternative ways for the student to behave in the future, together with agreeing any support the student may need from the school to achieve this. The exclusion information remains on the student's file and the information is also sent to Gloucestershire County Council for their attention. If there are a number of exclusions a discipline panel of the



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Governing Body of the school will meet to discuss the situation. Following exclusions, students may be placed on report to support them in changing their behaviour. Any work set for the excluded time will be taken in at the readmission.

Further exclusions

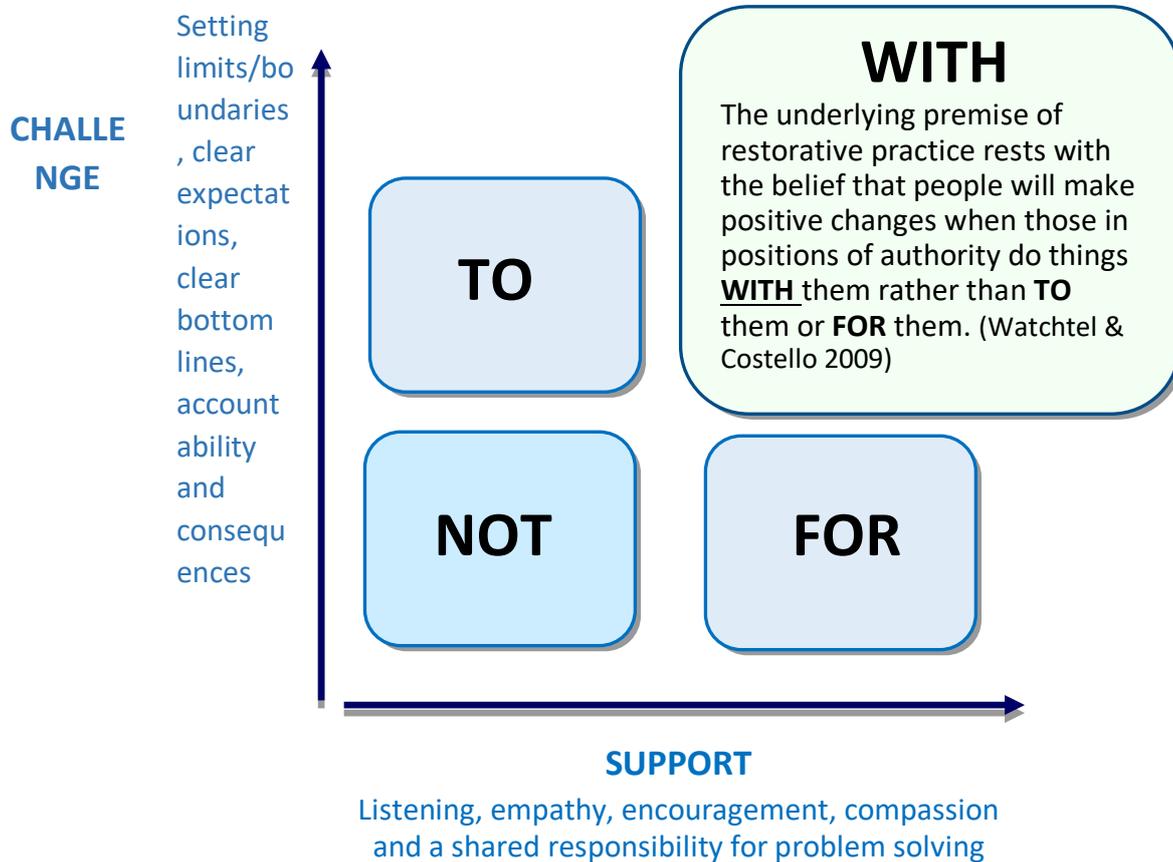
We hope that further exclusions will not occur. However, parents and carers should be aware that in order to recognise the seriousness of repeated exclusions, the following additional consequences are available to be used where appropriate:

- A detention.
- Report
- Detention to work with the appropriate Head of Year.
- Detention to work with a member of the Senior Leadership Team.
- A Governor's panel, at which the attendance of the parents or carers and student will be anticipated.
- Alternative provision to aid reintegration.

Suggested websites that can be accessed during the exclusion period

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Social Discipline Window



According to the Social Discipline Window, a restorative approach requires a balance of **High Challenge and High Support in equal measure**



The Restorative Framework

