"PREPARING YOU TODAY FOR A SUCCESSFUL TOMORROW"

The Dean Academy Behaviour Policy & Procedures

Applicable to:	All students and Staff at The Dean Academy
Responsible for the policy & procedures:	Mrs H Rowlands (Headteacher) & Mr P Glynn (Assistant Headteacher)
Last Updated:	July 2026 – for ratification September 2026
Review Date	July 2027

School Context and Statement of Intent

VISION: To be the outstanding local school of choice for families living in Lydney and the surrounding villages, where all students and staff are encouraged to the best they can be and together build an aspirational and inclusive community.

MISSION STATEMENT: "Preparing you today for a successful tomorrow"

VALUES: I am Respectful, I am Responsible, I am Ready

As a school community, it is our view that all young people have the right to learn in a calm and disruption-free environment. We are committed to promoting a positive climate for learning at all times to support all of our young people to be successful during their time at TDA. This 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.

Positive relationships are 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. 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.

At The Dean Academy, we have unapologetically high expectations of our students. We encourage all young people to try their best to achieve their goals. The school promotes 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 work with individuals so that they understand the impact of their actions and how to put it right. We believe in giving students the skills to independently make better and more informed choices in the future with a focus on encouraging them to think about how our behaviour affects others. It helps us to develop respect, responsibility, truth telling and reflection.

At the start of each large term (3x per year) our "At TDA We Are…" statements are revisited:

- Supportive of each other and raise each other up
- Respectful of each other in the way in which we speak and behave
- Reflective and when we make mistakes we learn from them
- Hard workers who persevere and try our best in all that we do, arriving to lessons ready to learn
- Ambitious and aim high to achieve our goals
- Considerate of our environment and look after things in a responsible and sustainable manner
- Individuals who recognise and celebrate our diversity
- Aware of the important role we each play in our school, local and global community.

Behavioural Expectations

At TDA, misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

And serious misbehaviour is defined as:

- Repeated breaches of the school rules, including internal truancy and refusal to attend lessons
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content.
- Vandalism

- Theft
- Fighting
- Smoking and/or vaping
- Physical violence
- Threatening or intimidatory behaviour, both physical or verbal
- Racist, sexist, homophobic or discriminatory behaviour against a person with a protected characteristic
- Possession of any prohibited items. These are:
    - Mobile phones on a student's person without prior agreement of this arrangement (e.g. for a medical purpose) – all mobile phones should be locked away in a storage locker for the duration of the school day.
    - Knives or weapons, including replica items
    - Alcohol
    - Illegal drugs and other illegal substances
    - Stolen items
    - Tobacco and cigarette papers and vapes (searches for these items would not be undertaken without informing parents/carers)
    - Fireworks
    - Pornographic images
    - Any article a staff member 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 student)

If it is believed a young person is in possession of a prohibited item, the school will conduct a search of the young person. This will be conducted by a member of the senior leadership team or senior pastoral team and another adult will always accompany the search. The search will always be led by a member of staff of the same gender as the student. Parents/carers will always be notified of the search as per The Athelstan Trust Child Protection and Safeguarding policy.

Implementation: Use of Rewards and Recognising Successes

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 start with verbal praise and the strength of this personal recognition is not underestimated.

Rewards and recognition are be administered on a daily, weekly and termly basis and will be available to all students, regardless of age, ability or need, recognising a wide range of educational and/or personal achievements.

Positive Points are used to reward students for embodying our school values and producing quality work in line with their ability, their level of effort and their progress. These points are given in alignment with our 4 character rewards:

Community: When students are contributing positively to the school, local, national or international community.

Kindness: Where students are displaying attributes that are particularly mindful or caring towards other members of the school community.

Above & Beyond: Where students have done something "extra" or additional beyond what is normally expected that is particularly noteworthy.

Resilience and Excellence: where students have produced good pieces of work (class or homework) or have persevered on something they found particularly challenging, either academically or holistically.

Positive Points are awarded by staff via Class Charts. Positive Points are then tallied on Class Charts and contributed towards weekly and termly recognition via Headteacher breakfasts, certificates home, bronze, silver, gold and platinum badges. Students can also "spend" their positive points in our resources room.

Additional Rewards

- Weekly recognition in student bulletin;
- Fortnightly recognition in HoY assemblies;
- Headteacher's celebration breakfasts;
- Termly awards assemblies with recognition via Heads of Year and Directors of Faculty;
- Subject postcards;
- "Embrace the Geek" initiative for key stage 4 students with regular raffle draws;
- Celebration evenings – x3 across the academic year.

New from January 2026 will be the introduction of "TDA School Values" conduct cards which students will be given on a half termly basis and given the opportunity to accrue recognition for embodying our 3 core values of "I am Respectful, I am Responsible, I am Ready" to enable staff to recognise those students who are exemplary examples of these values.

Implementation: Behaviour Procedures

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.

Uniform

Students are expected to wear their uniform with pride as it instils a sense of belonging. Ties are coloured according to the house system, to reinforce the feeling of a community within a community.

REQUIRED ITEMS: school blazer (branded), tailored white shirt, house tie (branded and provided by the school), school skirt (branded) OR plain black tailored trousers OR plain black tailored shorts, plain black shoes or trainers (no coloured logos), plain black or white socks, plain black or skin tone tights.
OPTIONAL ITEMS: school grey jumper (branded)
JEWELLERY: studded earrings and a single nose stud only
HAIR COLOUR: natural hair colour shades only
MAKE UP: should be minimal and natural
REQUIRED PE KIT: Blue TDA top (T shirt/rugby shirt – branded), black shorts (mid thigh length)/black leggings/black tracksuit bottoms, blue and white knee length sports socks, trainers, football boots
OPTIONAL PE KIT: Hooded jumper (branded), ¾ zip jumper (branded)

Students should bring a waterproof coat to school as required.

PROHIBITED ITEMS: any items that are not part of the school uniform as outlined above, in particular hooded jumpers (zipped or non zipped) or any other sweatshirt that is not the school jumper, black leggings (other than for PE).

*Exceptions to the required items may be approved by a member of the Senior Leadership Team due to either a SEND need where this reasonable adjustment has to be agreed with the school and written in to their learning profile OR for a medical need, where a note from a medical professional in support of this adjustment is required.

If students do not have the appropriate school uniform it is ***their responsibility*** to liaise with their Head of Year to obtain a red card that outlines what the issue is and when the issue will be resolved. The school has a stock of spare uniform and the expectation is that the students will attempt to work with the school to borrow uniform until their own can be organised.

Mobile Phones

Please refer to our mobile phone policy.
Mobile phones and other "smart" devices (e.g. smart watches) are now considered prohibited items for students to have on their person (unless there is a medical exemption). As mobile phones are now considered a prohibited item, the school will conduct a search of individuals who they believe to be in breach of our mobile phone expectations, as per DfE guidance Mobile phones in schools - GOV.UK.

In Class Behaviour

Every teacher has the right to teach and every student to learn, in a disruptive free environment. This promotes learning for all and supports the inclusive culture through removal of disruption and overstimulation. We have clear SPARK behaviours for learning (see APPENDIX 1) to support this in lessons, aligned with our school Teaching & Learning Lesson template. To promote this, TDA uses a clear hierarchical behaviour procedure to address where students are making poor choices.

WARNING: teacher will calmly state to the student that they have a warning and be explicit in what the warning is for, linking back where possible to the core values.

CAUTION: teacher will calmly state to the student that they have now escalated to a caution, again being explicit in what the caution is for, linking back where possible to the core values. This will be logged on ClassCharts

REFERRAL: teacher will calmly state to the student that they have now escalated to a referral to reset, again being explicit in what the referral is for, linking back where possible to the core values. This will be logged on ClassCharts (if caution has not yet been logged, it can be logged within the comments of this). The student should collect their belongings and quickly and quietly leave the lesson and walk directly to the reset room. Parents are informed via ClassCharts log.

*on very rare occasions a students' behaviour may be so disruptive/extreme that they are given a SERIOUS INCIDENT and in these cases they may be sent directly to the reset room without the following of the hierarchy above.

Students have 5 minutes to reach the reset room after leaving their classroom. Procedures once at the reset room are clear and explicit:

- Students knock on the door and await for the member of staff to allocate them to a seat
- Students have a 10 minute regulation period
- Students have a 10 minute reflection period where they complete a reflection form. This is then discussed with the member of staff on duty.
- Students then remain in the reset room for the remainder of that lesson and the subsequent lesson, completing work on English and Maths core foundational knowledge.
- If the 2 lessons span a break or lunch, students are able to go to that, but must return promptly at the start of the next lesson.

RESET PASS: Students have met the following criteria and therefore once their time in reset is complete they go back to lessons with no further consequence:

- They have completed their reflection form appropriately
- They have completed all the work in the reset room

- They have returned from break/lunch on time (if appropriate)
- They have correct uniform (or have a red uniform card)

REFERRAL FROM RESET: If whilst in the reset room students continue to cause disruption and fail to meet the expectations of the room (it is a silent space) they will receive a warning and caution and if they continue to amend their choices, they will be **referred from reset**. In this instance a member of SLT, if available, will collect the student and appropriate next steps will be decided upon. In all instances, if this is a first time the parents/carers will receive an FTE warning letter and in a second instance the student will be Fix Term Excluded for 0.5 days.

If students receive a second referral to reset within the same day, they will be issued with an A30 detention after school the next day.

The entire process is focused upon supporting students to be reflective and make better choices to enable themselves to access lessons successfully without causing disruption to their peers and make progress to achieve their potential.

REPEATED REFERRAL TO RESET

Subject monitoring:

- if a student is referred to reset from a specific subject 2x in a term, the class teacher will email home using a provided template with a focus upon a positive fresh start next lesson
- if a student is referred to reset from a specific subject 3x in a term, the student will go on a subject report for 5 lessons. The teacher will inform the Director of Faculty/Head of Subject, Head of Year and will call/email home. They will give the student the report from the next lesson with 3 clear targets.
- if a student has been on subject report and shows no improvement, they will go on a DoF report for 5 lessons and a meeting will be held with the student, parents/carers, teacher and DoF to check for any barriers to learning that need to be addressed.
- if a student has been on a DoF report for 5 lessons there will be a meeting with the student, parent/carers, teacher and SLT line manager. In this meeting possible band moves/class moves will be discussed.

Head of Year monitoring:

- If a student has 3x referral to reset in a term from 3 different subjects (i.e. is on 3 subject reports) then they will also go on HoY report for 2 weeks. The HoY will phone home.

Out of Class Behaviour

Students are expected to behave in a calm, respectful manner around the school site. Where students are heard or seen behaving inappropriately or not meeting expectations of standards, they will be issued with a conduct point on their conduct card. If students receive 5 conduct points it will trigger an A20 detention. If the out of

class behaviour is more significant, appropriate sanctions will be applied dependent upon the context.

Detentions
Detentions are held after school only. There are three classifications of detention:

- A20: Given for:
  - a reset fail
  - a full conduct card
- A30: Given for:
  - a failed A20 detention (including being later than 10 mins)
  - refusal to attend an A20 detention
  - x2 referrals to reset in a day
  - refusal to follow staff instructions
  - Internal truancy
- H60: Given for:
  - A failed A30 detention (including being later than 10 mins)
  - Refusal to attend an A30 detention
  - A significant breach of the school behavioural expectations

If a student has more than one detention, the HoY/SLT may decide to merge the detentions. Parents/carers will be informed via text message the day before and the student will be given a detention card at muster on the morning of the detention.

For a Summary of the above procedures please refer to Appendix 2.

Serious Incidences
These are incidences that represent a serious breach of the school behavioural expectations, either inside a classroom or out around the school, and will be logged and investigated by the Head of Year and Senior Leadership Team before appropriate next steps are decided upon.

Internal Isolation, Suspensions and Exclusions
In some extreme cases, either for one off events or for persistent breaches of our school behavioural expectations, it may be appropriate to internally isolation, suspend or permanently exclude a student from TDA. In cases where it has been appropriate to issue a suspension, the school complies with the standards and regulations outlined by GCC. All suspended students, along with their parent/carer, will attend a readmission meeting to address the unacceptable behaviour and to put a plan of action in place to avoid repeat offences. Permanent exclusions are used as a last resort.

Bespoke Provision
At TDA we are committed to fostering a culture that is inclusive for all. Some students need more support than others to be successful in school and therefore it is important they have the appropriate level of monitoring, support and intervention. This can be in the form of tutor/teacher support, group or 1:1 support from the Pastoral Support

Workers, intervention via our internal Alternative Provision Programmes (we endeavour to open our new PACE hub in January 2027) or alternative intervention via an outside agency. These interventions are logged and may form part of the graduated pathway of support that will be coordinated by the HoY for these learners. Sometimes this intervention includes a short term placement (and "Off Site Direction") at another local secondary school. This arrangement will be made in collaboration and communication with the student and parents/carers.

APPENDIX 1: SPARK learning behaviours

S – Sit up
P – Positive Body Language
A – Actively looking and listening
R – Ready to start the task or answer a question
K – Know the question or task

APPENDIX 2: Summary of behaviour sanction procedures

