

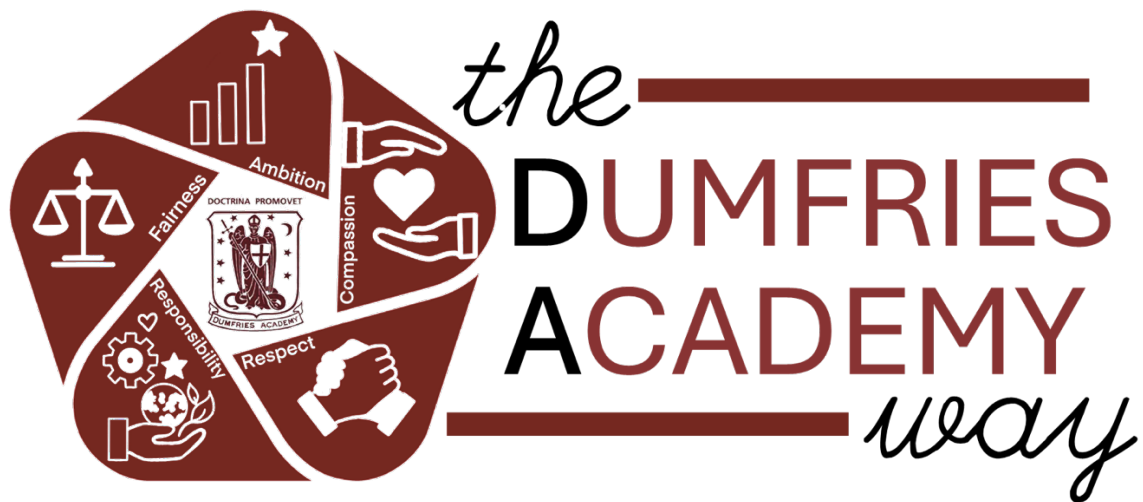


# Behaviour Policy

Dumfries Academy

Updated 2024

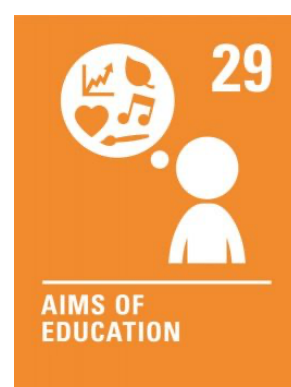
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## Policy statement

Dumfries Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a nurturing and restorative approach, to managing poor behaviour choices and dynamic interventions that support staff and learners.

Our behaviour policy supports our school aims, values and visions.



## Aim of the policy

- To create a culture of excellent behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values ambition, fairness, respect, compassion and responsibility
- To ensure that excellent behaviour is a minimum expectation for all



## Purpose of the policy

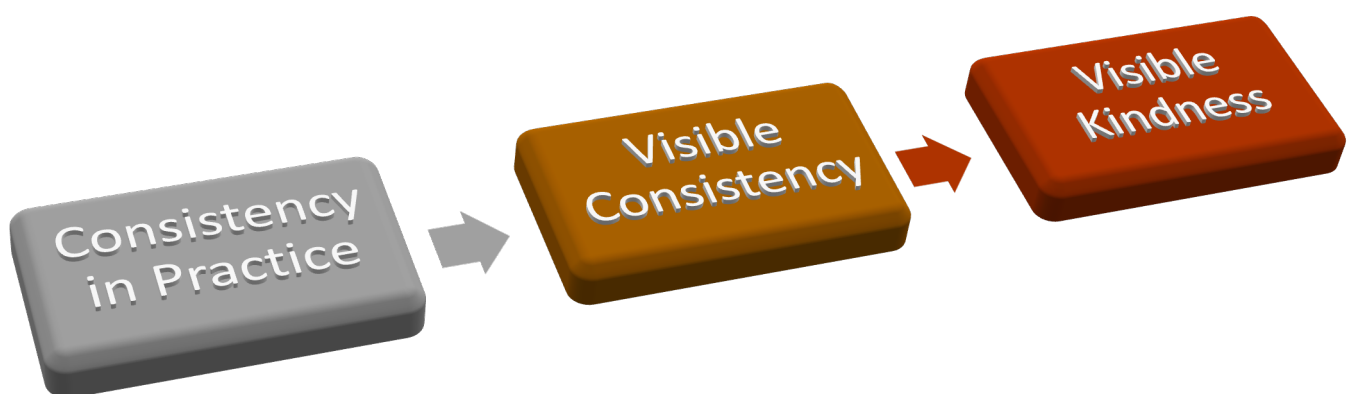
To provide simple, practical procedures for staff and learners that:

- Recognises behavioural norms that are linked to our school values.
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive and restorative conversations.
- Provide clarity in regards to positive behaviour promotion and guidelines for staff and pupils.

## Consistency in practice - Visible Consistency - Visible Kindness

Dumfries Academy recognises that in order to build a positive school community we must uphold our values in our daily interactions: ambition, compassion, fairness, respect and responsibility

- Consistent language; consistent response: referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations
- Consistent follow up: ensuring certainty at all levels; never passing problems up the line unless a predetermined trigger has been breached; teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: defined, agreed and applied at all levels
- Consistent, simple rules/agreements/expectations promoting appropriate behaviour
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced routines for behaviour in our school community



## Pupils

Pupils will be expected to follow the DA Way:

- Ready
- Respectful
- Safe

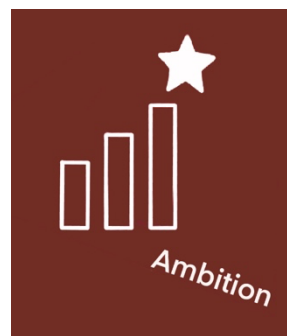
Pupils will be taught what good behaviour looks like using our school values.

## Respect

- Follow instructions

Treat others with respect

- Use respectful language
- Contribute to learning
- Follow all school policies, e.g. mobile device policy



## Ambition

- Do your best at all times
- Set challenging and achievable goals
  - Find your talents and get involved
- Celebrate your success and the success of others

## Compassion

- Be kind, caring and helpful
- Demonstrate empathy towards others



## Fairness

- Be considerate of others
  - Embrace diversity
- Build and maintain positive relationships

## Responsibility

- Own your conduct and learning – in and out of classrooms
- Challenge unacceptable behaviour in others
- Be the best you can be
- Be prepared for learning (equipped and ready to learn)



To support our pupils, our staff at all levels will embrace The DA Way.



### All staff

1. Meet and greet at the door
2. Focus on positive behaviour and build healthy relationships
3. Reinforce Ready, Respectful, Safe
4. Model positive behaviours linked to the school's values
5. Plan lessons that engage, challenge and meet the needs of all learners
6. Stay calm and remain solution-focused
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Always be prepared to reinforce our expectations with learners who are not displaying our school values



### Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation but work collegially to support, guide, model and show consistency towards learners.

#### Middle leaders will:

- Meet and greet learners around the school
- Be a visible presence in school to encourage appropriate behaviour
- Support staff to carry out restorative practice
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Ensure staff professional learning needs are met
- Track and monitor patterns of behaviour to inform and review interventions
- Ensure all staff are aware of and implementing faculty and school behaviour policy consistently

## Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation, but work collegiately to support, guide, model and show consistency towards learners.

### Senior leaders will:

- Meet and greet learners around the school
  - Be a visible presence in school to encourage appropriate behaviour
  - Support middle leaders to carry out restorative practice
  - Regularly celebrate staff and learners whose efforts go above and beyond expectations
  - Ensure professional learning Use behaviour data to target and assess needs of middle leaders are met
  - Track and monitor patterns of behaviour to inform interventions to inform school policy and practice
  - Regularly share good practice
  - Support middle leaders in managing learners who are displaying extreme behaviours
- Be present at times where middle leaders have identified particular challenges

## Praise, Recognition and Rewards for effort



We recognise and reward learners who embrace our values. Although there are formal awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

**'It is not what you give but the way that you give it that counts.'**

The use of praise is the key to developing positive relationships, including with those learners are hardest to reach.

All rewards should be recognised in line with the school values –



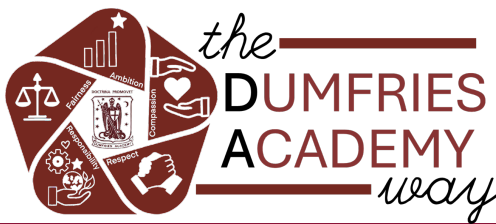


## Recognising Behaviour and achievement

It is important that we recognise positive and improved behaviour by learners.

At Dumfries Academy we can recognise positive and/or improved choices by-

- Private verbal praise
- Public verbal Praise
- Positive comments on classwork jotters/workbooks
- Positive praise and recognition through SatchelOne
- Contacting parents /carers



## Managing behaviour in faculties

### Learning Environment

All staff are responsible for creating a learning environment that promotes positive behaviour in accordance with this policy. For the vast majority of learners, a gentle reminder is all that is needed to re-engage them. However, below are the steps that should be taken when a learner's behaviour is not ready, respectful or safe. All staff should praise the behaviour they want to see.

### Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff are empowered to manage classroom behaviour by following the steps within this and their faculty policy.

#### REMINDER



#### The reminder

A reminder of the expectations for learners (Ready, Respectful, Safe) delivered privately to the learner makes them aware of their behaviour. The learner has a choice to do the right thing and make positive choices.

#### The caution

A clear verbal caution delivered privately to the learner makes them aware of their behaviour and clearly outlines the consequences if they continue. The learner has a choice to do the right thing and make positive choices. Learners will be reminded of their previous good behaviour to reinforce that they can make good choices.



### 30 second intervention

Scripted approaches at this stage are encouraged:

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes (Ready, Respectful, Safe)
- Tell the learner what the consequences of their action will be and the benefits of positive choices.
- Refer to previous good behaviour/learning as a model for the desired behaviour
- Use agreed mini scripts.
- Walk away from the learner and allow time for them to make positive choices. If there are comments as you walk away, write them down and follow up later.
- Praise another member of the group who is showing the required standard of learning. We resist endless discussions around behaviour and spend our energy returning learners to their learning.



#### The time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset using agreed mini script.
- The Learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning.
- The Learner is given a final opportunity to re-engage with the learning / follow instructions
- The learner is reminded of the need to complete a reflective exercise

linked to Ready, Respectful and Safe

Learners should only be removed from the class to provide an opportunity to reflect and reset. This should only be for a short period of time, e.g. a few minutes. If the step above is unsuccessful, or if a learner refuses to go take a short time out then they will be asked to leave the room. If appropriate, a member of staff on call will escort the learner to a senior class within the faculty area, as per faculty arrangements

**Staff will always deliver sanctions calmly, clearly referencing which expectation has not been met.**

#### Reflective Exercise and Faculty Detention

- This should help the learner to reflect on the behaviour that has resulted in removal from their learning. The teacher should link the exercise to the specific expectation that the pupil did not meet
- Reflective exercises should always be discussed in a positive and constructive manner, checked and issued to parent to sign and return
- Faculty detentions should be organised by the classroom teacher and happen as quickly as possible after the incident. This time should be used to discuss the expectation that has not been met by the learner
- Faculties must have clear systems for monitoring detentions, as well as recording them on SEEMIS. Staff must alert a member of the admin team to send an SMS to parents/carers to advise that a detention has been issued/completed

### After School Detentions

Detentions take place at the end of the school day in the base opposite Pupil Support. A member of the school management team will be present. Principal Teachers will provide reflective exercises with questions linked to the restorative approach, which the learner will complete. Teaching staff/learning assistants will be invited to attend to participate in a restorative conversation so that there is closure, and the learner will be able to re-engage in the next planned lesson

### Continual failure to behave in Faculty

The Principal Teacher will arrange a meeting with the learner, teacher, pupil and appropriate family member to agree targets for improved behaviour. These will be monitored over the course of two weeks in faculty. Failure to meet these targets will result in a referral to the DHT responsible for the learner's year group.

## Ready – Respectful - Safe

### Pupil Support, Additional Support and Nurture

Learners with specific needs will have been identified by pupil support staff. All Staff need to be aware of these pupils. Strategies to manage their needs are available within the Pupil Information Booklet. There may be times when staff require extra support with these pupils. Requests for support should come through PT faculty. All pupils require consistency but for pupils with attachment disorders or adverse childhood experiences, it is even more important. There may be circumstances when a child may need to be removed for the safety of others and held in a safe place away from others. These incidents should be recorded on SEEEMIS, managed by the PT Faculty and sign-posted to the PT Pupil Support. The PT Pupil Support may seek advice from SMT when dealing with these incidents.

A **Serious Breach** is an individual incident or sustained pattern of general/persistent disobedience that may lead to fixed term exclusion. Exclusion will only be considered as a sanction if/when alternatives have already been explored and actioned. Such alternatives may include referral to other agencies for support or lengthier periods of "time-out"

*The DA Way is always to work together to ensure the best outcomes for all our learners.*



## Faculty Reflective Exercise

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Issuing Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

### Ready • Respectful • Safe

I was not: (Circle all that apply)

Ready      Being Respectful      Being Safe      Listening  
Following Directions      Being Cooperative      Being Responsible

Other: \_\_\_\_\_

And \_\_\_\_\_

I should have \_\_\_\_\_

If I had done this \_\_\_\_\_

So from now on I \_\_\_\_\_

Parent Signature: \_\_\_\_\_

