DJANOGLY CITY ACADEMY

Behaviour Policy

2025-2028

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Effective teaching and learning are dependent on good behaviour and a disciplined environment. The Behaviour Policy underpins this. At Djanogly City Academy (DCA) we endeavour to facilitate an environment conducive to learning and one that safeguards the rights of all scholars to be educated free from disruption, bullying, discrimination and any form of harassment.

This policy will always apply when scholars are the responsibility of Academy staff, whether they are in the Academy, or out of Academy under the charge of a teacher. This policy also applies when scholars are on educational visits, work experience placements etc. and when making their way to and from Academy, without staff supervision.

Our Aims

- To enable all scholars to become the best they can be and have the opportunity to graduate from university.
- To ensure that the systems we use to create a positive learning environment are clear, understood by all and followed by everyone.
- To promote good behaviour choices which, in turn, lead to safe and secure relationships that enable everyone to work effectively together

We have 6 guiding principles which will enable us to achieve these aims:

1. **Discipline**: This is the process of **teaching someone the right way to do something**, or the state of being able to do something the right way. Scholars will be given an induction and training to enable them to practise the routines which are an intrinsic part of the culture at DCA.
2. **Management:** The process of reinforcing behaviour with consequences, rewards and support (e.g. Class Charts, GRAD Coins, Pathway Interventions, Routes to Inclusion, Frequent Flyer systems and the, 3D and DCA STRAT group. At DCA our management system has been designed to enable staff to respond to behaviour quickly and consistently. We train our staff to not become over-reliant on the management system and to deal with the root causes of any behaviour issues.

   See also DCA's Behaviour Protocol 2025-2026 which sets out the behaviour management process in detail.

3. **Relational Practice:** We want all our staff to have the skills and capacity to build positive relationships where scholars are motivated to do what is asked because they feel respected, supported, and understood. We believe that when expectations are clear and rooted in trust, scholars gain greater freedom, confidence, and wellbeing.
4. **Unconditional Positive Regard:** Unconditional positive regard underpins our approach: we see every scholar as capable of growth and worthy of respect. Our aim is not simply for scholars to behave, but to believe in themselves and their potential. True influence is the process of inspiring scholars to want to succeed, it is the biggest driver of lasting success, operating even when we are not present, because scholars carry that belief within themselves.
5. **Belonging:** Giving scholars a sense of belonging. When scholars feel part of something bigger than themselves, they are more likely to invest positively. The more they experience themselves as valued members of a community, the more they begin to see themselves as positive, capable people.
6. **Trauma informed:** We recognise that scholars' mental health and wellbeing can be affected by a range of challenges. We want our staff to understand the effects of trauma and to develop the skills to both challenge and support scholar mental health and wellbeing.

Access

This policy can be found on the Academy website and a hard copy can be provided on request from Reception.

Accounting for the Needs of Individual Scholars

The Governing Body, Principal and Staff will ensure that there is a consistent application of the policy and procedures which will consider, and not discriminate against gender, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment.

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We will ensure that:

- staff members are well informed about cultural differences in behaviour and their implications
- staff do not discriminate against scholars regarding gender, race, religion or belief
- new scholars are supported in understanding and following the behaviour policy
- staff make reasonable adjustments in the application of our behaviour policy for scholars with a special educational need
- staff do not discriminate against scholars regarding their special educational need
- staff make special educational provision for scholars whose behaviour related learning difficulties require this

- staff plan proactively how our disciplinary framework should be applied for all the above identified scholars
- every vulnerable scholar has a key person in the Academy who knows them well, has good links with the home and can act as a reference point for staff when they are unsure how to apply the behaviour policy
- staff will seek to identify the underlying cause of any unacceptable behaviour and put in place measures to address the cause and prevent the behaviour re-occurring

Roles and Responsibilities

The Governing Body

Will establish, in consultation with the principal, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to scholars and parents, is non-discriminatory and that the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour and will be kept informed about patterns of behaviour across the Academy and challenge senior staff if they have concerns.

The Principal

Is accountable for the implementation of the policy and will delegate the responsibility for its day-to-day management to the SLT and others.

Teaching staff, support staff and volunteers

Will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied throughout the Academy. Mutual support amongst all staff in the implementation of the policy is essential. They also have responsibility, with the support of the Principal, for creating a high quality learning environment in which all lessons are planned and delivered to a high standard, enabling scholars to make rapid progress. All staff will be responsible for modelling and teaching good behaviour. Staff have a statutory authority to impose sanctions on behalf of the Academy.

Parents and carers

Will take responsibility for the behaviour of their child both inside and outside of the Academy. They will be encouraged to work in partnership with the Academy to assist the Academy in maintaining high standards of behaviour and will have the opportunity to raise with the Academy any issues arising from the operation of the policy.

Scholars

Will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedures and expectations. Scholars also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Managing Inappropriate Behaviour

Sanctions and interventions are sometimes needed to respond to inappropriate behaviour. A range of sanctions is used at the Academy. These sanctions are clearly outlined in DCA's Behaviour Protocol 2025-2026 which sets out the behaviour management process in detail.

1. Vision and Behaviour Ethos

At Djanogly City Academy, we believe that every scholar can excel both academically and personally. Our culture is built on high expectations, consistent routines, and calm, relational practice.

We expect all scholars to live by the **GRAD ethos** of the academy:

- **Grit**: Perseverance in challenge and resilience in the face of setbacks
- **Relationships**: Respect, empathy and kindness in all interactions
- **Academic Excellence**: Striving for personal best in every lesson
- **Discipline**: Taking ownership, being accountable, and showing positive habits

Behaviour is corrected before a consequence is issued. Staff use least-invasive, trauma-informed strategies to support scholar accountability and rapid "bounce back" from mistakes.

Effective teaching and learning depend on good behaviour. Our priority is to ensure every scholar learns in a safe, disciplined environment, free from disruption, bullying, discrimination, or harassment.

This policy applies whenever scholars are the responsibility of the academy, including on site, on trips and visits, at external placements, and on journeys to and from the academy.

2. Rewards and Recognition

Encouragement and recognition are central to promoting good behaviour.

- Positive behaviour is recognised through the **GRAD Coin system**, with points awarded in four categories (Grit, Relationships, Academic Excellence, Discipline).
- Scholars and parents can viewpoints in real time through **Class Charts**.
- Rewards include recognition events, fire sales, and half-termly trips for top achievers.
- Scholars are expected to earn a minimum of **50 GRAD Coins weekly** to remain in good standing.

This system ensures that every scholar has a fresh opportunity each week to meet expectations and be recognised for positive contributions.

3. Behaviour Expectations

Our expectations are clear, consistent, and rooted in respect.

- **The Learning 8 (L8)** sets out expectations for classroom conduct.
- **The Behaviour 8 (B8)** sets out expectations for conduct around the academy.

Scholars are responsible for meeting these standards. Where behaviour falls short, it is corrected calmly and quickly. Where necessary, sanctions are applied fairly and consistently.

4. Corrections, Consequences & Reflection

Staff use professional judgement and relational practice to correct behaviour before issuing sanctions. Consequences are always proportionate and designed to promote reflection, accountability, and improvement.

- **Reflection system**: Scholars who do not meet the 50 GRAD-coin weekly expectation attend structured "Reflection" sessions the following week (Monday, Tuesday, and Wednesday after school). These focus on reflection, restoration, goal-setting, and re-engagement with learning. The reflection sessions are hosted by our behaviour management team.
- **Detentions**: Issued for serious infringements. Detentions take place at the earliest opportunity, are consistent in length, and escalate if repeatedly missed.
- **Serious incidents**: May result in internal isolation, suspension, or exclusion, depending on severity.

5. Prohibited Items, Confiscation

Scholars must not bring prohibited items into the academy, including:

- Vapes, cigarettes, alcohol, drugs, weapons, pornographic or offensive material, and stolen property.

Mobile phones must remain switched off and out of sight during the academy day. Items seen or misused will be confiscated and returned at the end of the day (or to parents in the case of repeated breaches).

5A. Mobile Phones and Smart, Electronic Devices

In line with government guidance, the academy is a mobile phone-free environment. Scholars must not use, access, or have visible mobile phones, or other smart devices with similar functionality, at any point during the school day, including before school on the academy site, during lessons, between lessons, at breakfast club and at lunchtime. Mobile phones must be switched off before entering the academy site and kept out of sight in a bag until the end of the school day. Mobile phones and similar devices must not be used anywhere on academy grounds.

If a mobile phone or similar device is seen, used, or accessed during the school day, it will be confiscated immediately and a B3 'Electronics Used' consequence will be issued via Class Charts. Confiscated devices will be passed to the relevant Achievement Lead and then stored securely by the administrative team. Devices will not be returned to scholars on the same day.

A confiscated phone or device will only be returned to a parent or carer, who must contact the administrative team via reception to arrange collection. Where a scholar normally relies on a phone for payment, travel or access to a travel card, families are expected to make alternative arrangements. Where necessary, the academy will liaise with home to support safe travel arrangements.

6. Behaviour in the Community and Online

Djanogly City Academy scholars are always ambassadors of the academy, both in the local community and online. The way scholars conduct themselves beyond the school gates or behind a screen is an extension of our values and ethos. We expect them to uphold the same standards of respect, discipline, and kindness online as they do within the academy.

Expectations

- Scholars should represent the academy positively on journeys to and from school, on trips, online, and in the wider community.
- Behaviour should show respect for members of the public, local businesses, transport services, and the environment.
- Online behaviour must reflect the same principles: scholars should not post or share content that is harmful, discriminatory, offensive, or brings the academy into disrepute.
- School uniform should be worn with pride as a visible sign of belonging to the DCA community.
- Anti-social behaviour, bullying, harassment, or discriminatory language, whether in person or online, will be treated as a behaviour concern and may result in academy sanctions.

The Role of Influence

We recognise that true success lies in scholars choosing to uphold our values because they believe in them, not simply because of external rules. Positive conduct in the community and online demonstrates belonging and influence, our scholars know they are part of something bigger than themselves.

Partnership with Parents and Agencies

Where behaviour in the community or online falls short, we work closely with parents and, where necessary, external partners such as the Schools and Early Intervention Officer (SEIO), children's social care, or the police. Scholars are supported to reflect on their conduct, repair harm caused and make better choices in the future.

Contribution to the Community

We also seek to provide opportunities for scholars to actively contribute to the local area and the online world in positive ways through enrichment, leadership initiatives, digital citizenship, and community projects. By making a positive contribution, scholars strengthen their sense of belonging and responsibility as citizens.

7. Suspensions, Supported Transfers and Exclusions

While our emphasis is on positive relationships and reflection, there are occasions where serious sanctions are necessary.

- **Fixed-Term Suspensions (FTS)** may be issued for serious one-off incidents or repeated disruption despite intervention.
- **Supported Transfers** may be used as an alternative to permanent exclusion, allowing scholars to make a fresh start in another setting.
- **Permanent Exclusion** is a last resort, used only where other strategies have failed or for exceptional, serious incidents.

A **Governor's Disciplinary Panel** is convened when a scholar accrues 15 or more days of suspension in a term.

All decisions are made in line with statutory DfE exclusions guidance and are subject to governor and independent review processes.

8. SEND Considerations

We recognise that scholars with Special Educational Needs and Disabilities (SEND), including those with SEMH needs, may require additional support and flexibility.

- The academy makes **reasonable adjustments** while maintaining high expectations for all scholars.
- Adjustments may include adapted detentions, modified isolation conditions, or additional support.
- Decisions always consider fairness, proportionality, and individual context.

This approach is guided by the **Equality Act 2010**, the **SEND Code of Practice (2015)**, and statutory DfE behaviour guidance.

9. Partnership with Parents and Community

Parents are essential partners in upholding high standards. We communicate regularly through Class Charts, phone calls, meetings, and written reports.

We also work with external partners, including the Secondary Early Intervention Officer, police, and community organisations, to ensure that behaviour standards are maintained both inside and outside school.

10. Statutory Framework

This policy is underpinned by the following legislation and guidance:

- DfE: *Behaviour in Schools* (2022, updated 2024)
- DfE: *Exclusion from Maintained Schools, Academies and Pupil Referral Units* (2023)
- *Keeping Children Safe in Education* (2025)
- *Searching, Screening and Confiscation* (2022)
- Equality Act 2010 and the Public Sector Equality Duty
- SEND Code of Practice (2015)

11. Monitoring and Review

The Behaviour Policy is reviewed annually by the Senior Leadership Team and ratified by the Governing Body.

Implementation is monitored through:

- Termly analysis of behaviour data
- Governor oversight of suspensions, exclusions, and prejudice-based incidents
- Consultation with staff, parents, and scholars