



Discovery Academy

Behaviour Policy

Abridged version

Signed by:

Bddham

Principal

5/1/24

Date:

ACT

Chair of governors

Last updated: 5th Jan 2024

Statement of intent

Discovery Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

1. Definitions

For the purposes of this policy, the school will define “**serious unacceptable behaviour**” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Verbal abuse, including swearing, racist/homophobic remarks and threatening language
- Extreme behaviour, such as violence, serious vandalism and theft.
- Any behaviour that threatens safety or presents a serious danger/Fighting and aggression
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “**low-level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

2. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment**
- **Teaching**
- **Community engagement**

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education.

3. Managing behaviour

Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Reflect/ Reflect and restore logs
- Detention

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is referred to the Phase leader immediately.
- The Phase leader or wellbeing mentor investigates the incident and the Phase Leader decides whether it constitutes unacceptable behaviour.
- If the Phase Leader deems the incident to be unacceptable behaviour, they will record the incident on Arbor.
- Where deemed necessary, the Phase Leader will determine the period the pupil will be removed from the classroom, as well as any detention time.
- The Phase Leader will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.
- If the Phase Leader feels the behaviour requires more than removal from the classroom and/or detention they will refer to the Principal who will decide if an Internal/ External suspension is required

Following repeated incidents of unacceptable behaviour or where **the incident is deemed severe enough**, the following sanctions will be implemented:

- The Principal will consider whether the pupil should be suspended, which type of suspension is required and will determine the length of the suspension.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.

Examples of severe incidents may include incidents where extreme language or actions have caused significant distress. Severe incidents can take many forms, including but not limited to:

- Racism
- Homophobia
- Physical assault

The Principal will consider whether a permanent exclusion is necessary alongside alternative options such as a managed move or off-site direction to improve behaviour.

4. Prevention strategies, intervention, and sanctions for unacceptable behaviour

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities.

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Specific teaching will be used to foster and promote positive relationships within, but not exclusively, through the PSHE curriculum. Other opportunities to promote inclusivity and positive relationships will be adopted through representation within the curriculum. This includes:

- Show Racism the Red card day and workshops
- Children in Need/ Red Nose day
- Anti-bullying week
- Mental Health week
- Curriculum drivers – Cultural diversity and Gender equality and Non Bias

Positive Pupil – Pupil relationships.

Clear expectations are set for children regarding acceptable and unacceptable conduct. This is taught and promoted through the PSHE curriculum, reflect and restore approaches and the Academy values.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

The school uses the five key principles of Relational Inclusion to support this.

1) We believe that if a child could do better, they would

2) Relationships, Relationships, Relationships

3) We accept all emotions but not all behaviours

4) We identify and address the cause not the symptoms

5) We foster a culture of compassion and repair

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation.

Physical intervention

In line with the school's Positive Handling Policy, **trained members of staff** will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Suspension

Following repeated incidents of unacceptable behaviour or where **the incident is deemed severe enough**, the following sanctions will be implemented:

- External Suspension
- Internal Suspension.

The Principal will consider whether the pupil should be suspended, which type of suspension is required and will determine the length of the suspension.

Suspension (External)

The Principal decides that the child must be removed from site and stay at home under suspension guidance. This is communicated via phone call and letter and home learning is provided.

Suspension (Internal - Removal from the classroom)

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a senior member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour during school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

Parental consent **will not** be required for detentions.

5. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

6. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

7. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises.

Appendices






Appendix A: Code of Conduct – Home School Agreement

Central to maintaining good behaviour in the Discovery Academy is the Code of Conduct

Pupil's responsibilities

Commitment	How your child can do this
I will make sure I play my part in ensuring I am in school every day and on time.	<i>Go to bed on time and wake up on time so I have had enough sleep.</i>
I will be kind, helpful and friendly to my classmates.	<i>Thinking before you speak.</i>
I will behave well and show respect to school property.	<i>Follow school rules and values. Ask for help with emotional regulation if required. Use worry monster or Zones of regulation for support.</i>
I will always try my best and take responsibility for my own learning and behaviour.	<i>Listen to direction. Never give up – ask a friend if you're stuck. Telling the teacher if you do not understand something. Know that I can only control my actions and not that of others. Report poor behaviour/racism/homophobia/bullying to an adult for support.</i>
I will make sure I always look smart for school.	<i>Make sure you know where everything is.</i>
I will tell a member of staff if I am worried or upset by anything.	<i>By asking to speak to a member of staff to share worries. Using the worry monster. Speak to Well-being mentor.</i>
I will always be honest and truthful.	<i>If asked a question, answer it honestly and truthfully. Admit to mistakes and find solutions when things go wrong.</i>

Appendix B: Discovery Attention Grabber

	Instruction	Symbol	Positive reinforcement
5	Stop what you are doing		Well done ... for stopping Thank you ... for stopping
4	Nothing should be in your hands		Well done ... Thank you ...
3	Sitting properly		Well done ... for sitting properly Thank you for not swinging on your chair (next to child who is swinging on chair)
2	Eye contact		Well done ... for giving eye contact Thank you for now looking this way
1	Listening ready to start		Thank you everyone for being ready to learn Are you ready....(child not ready)?

Appendix C: Using movement breaks/ Fidget toys/ Emotional Regulation

Use of movement breaks

Must be quick and a last resort – Yellow or Red zones

Should only ever use the schools planned approach

Must be on a child's Individual Learning Plan or SEN 4

Child brings card to phase leader

Emotional Regulation zones



Appendix D: Reward System

All pupils will be placed in a 'family house' which have been named after authors. The four houses are:



All staff use Class Dojo as a way of counting Dojo's. Dojo's are collected and can be saved or spent in the School Dojo Shop. The shop has a variety of things that can be bought from between 25 – 300 dojos.

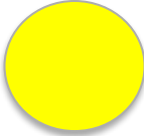
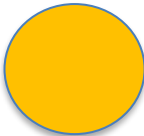
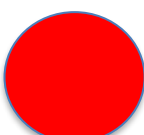
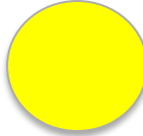
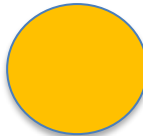
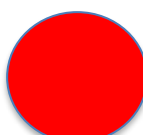
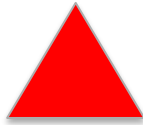
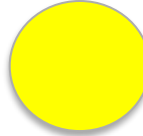
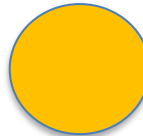
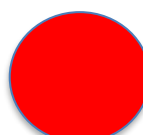
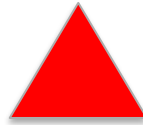
Public Positive Praise

Every classroom will have a wall display where children can receive DoJos at the end of the day for their daily effort, attitude and behaviour. These are incremental steps and are for exceptional performance. Moving through these steps should be awarded at the end of lessons and should be public praise to end the session.

Rainbow and Sun	5 dojos
Light Blue	4 dojos
Dark Blue card	3 dojos
Dark Green card	2 dojos
Light Green Card	1 dojo

Instantaneous dojos should be given for learning eg: sharing good examples, correct answers, good talk, following instructions.

Appendix E: Sanction Procedure

Early Years Sanctions:	KS1 Sanctions	KS2 Sanctions
<p><i>Should a child display poor levels of behaviour then the following sanctions will be applied.</i></p>	<p>All children have an individual card and peg to privately log their negative behaviours. This serves and a personal aide memoir rather than a public one.</p>	<p>All children have an individual card and peg to privately log their negative behaviours. This serves and a personal aide memoir rather than a public one.</p> <p><i>Should a child display poor levels of behaviour then the following sanctions will be applied.</i></p>
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Sad board</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Time out</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Time out with Phase Leader</div> </div> </div>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Sad board</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Time out</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Time out with Phase Leader – 10 mins</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Mrs Oldham</div> </div> </div>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Sad board</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Time out</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Time out with Phase Leader – 20 mins</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Mrs Oldham</div> </div> </div>
<p>Stage 4 – Meeting between Principal, child and parents</p>	<p>Stage 4– Taken to discuss behaviour with Principal (Stage 4 will always be reported to parents) This could result in time spent away from the classroom in an internal seclusion.</p> <p>Stage 5 – Meeting between Principal, child and parents</p>	<p>Stage 4– Taken to discuss behaviour with Principal (Stage 4 will always be reported to parents) This could result in time spent away from the classroom in an internal seclusion.</p> <p>Stage 5 – Meeting between Principal, child and parents</p>



Reflection sheet

My behaviour... my consequences

Name: _____

Date: _____

Location: _____

Time: _____

Situation (what happened in the first place?):

What did you do?

What could you have done instead?

What was the result?

What might the result have been then?



Reflect and restore sheet

My behaviour... my consequences on others

Name: _____

Date: _____

Location: _____

Time: _____

Situation (what happened in the first place?/who was involved?):

What did you do?

What happened to you?

What was the result?

How did it make you feel?

What could you have done differently?

What would you have liked to have happened?

How could we solve this together?

