



Behaviour Policy

September 2026

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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. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

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. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for Head of Schools and school staff'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the Head of School on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Head of School will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

- Collaborating with the governing board, Head of School and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH provision to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENCO.
 - Head of School.
 - Phase leader
- As authorised by the Head of School, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.

- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. 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
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist/homophobic remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- 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:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- 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.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Head of School will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. 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** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

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. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. 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.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour 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
- Setting a written task, such as an account of their behaviour -Reflect/ Reflect and restore logs
- Removal of privileges
- 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. The behaviour will also be recorded on the pupil's permanent record.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – 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 Head of School 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 Head of School will consider whether the pupil should be suspended, which type of suspension is required and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the Head of School determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

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

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

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

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Head of School.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

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

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

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 system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions

- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

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

We have a wonderfully supportive ethos at Discovery Academy which ensures that our pupils are well behaved, hardworking, friendly and kind. All characteristics that we believe make for happy and successful children. Positive behaviour will be taught to all pupils in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. This is modelled and referred to through the Academy values:

Our values are:

- Discovering – Seeking opportunities to expand knowledge and experience;
- Inspiring – Encouraging all to be as creative and motivating as possible;
- Caring – Providing support and guidance for the whole school community;
- Improving – Striving to better ourselves at all times; and
- Achieving – Teaching to attain aspirational targets.

For our pupils this means:

- Discovering – finding out about our world we live in;
- Inspiring – making somebody else want to do something positive;
- Caring – looking after each other and thinking about others;
- Improving – getting better at things because we keep trying; and
- Achieving – getting something by working hard for it.

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

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

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.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

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.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the Head of School, and the pupil's parent will be contacted. **Where appropriate, the Head of School may decide to temporarily remove the pupil from the school via a suspension.** Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour (including racial and homophobic slurs) will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the Executive Headteacher to determine what behaviour necessitates an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Suspension and Exclusion

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

- Exclusion
- External Suspension
- Internal Suspension.

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

The Executive Head will consider if the repeated behaviours or the severity of the behaviour requires exclusion. This will be conducted using the Trust Exclusions and Suspensions Policy.

Suspension (External)

The Head of School 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 only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

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.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Head of School will request that the pupil's class teachers set them appropriate work to complete.

The Head of School will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

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.

All teachers at the school will be permitted to impose detention on a pupil, unless the Head of School decides to withdraw this power from any teacher. The Head of School may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

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

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, the member of staff supervising will ensure the child has time allocated to allow the pupil time to eat, drink and use the toilet.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

8. 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.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Attend school every day and arrive on time.
- Be kind, helpful and friendly to their classmates.
- Behave well and show respect for school property.
- Always try their best and take responsibility for their own learning.
- Complete their homework on time and to a high standard.
- Work hard to achieve their personal targets.
- Try to solve problems and challenges independently and ask for help when needed.
- Take pride in their appearance and always look smart for school.
- Tell a member of staff if they are worried, upset or concerned about anything.
- Always be honest and truthful.

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. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Head of School will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read. 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.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

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. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

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.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Dojo's
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

10. 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.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

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. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Head of School and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

12. Monitoring and review

This policy will be reviewed by the Head of School and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

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.</i> <i>Ask for help with emotional regulation if required.</i> <i>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.</i> <i>Never give up – ask a friend if you're stuck.</i> <i>Telling the teacher if you do not understand something.</i> <i>Know that I can only control my actions and not that of others.</i> <i>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.</i> <i>Using the worry monster.</i> <i>Speak to Well-being mentor.</i>
I will always be honest and truthful.	<i>If asked a question, answer it honestly and truthfully.</i> <i>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 <u>now</u> 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:

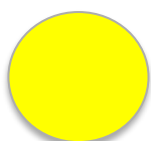
Should a child display poor levels of behaviour then the following sanctions will be applied.

Stage 1 – Name on sad side of the board – this can be revoked at the end of a session if behaviour is modified positively

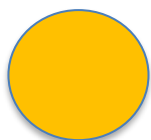
Stage 2 – Time out within the classroom. This is known as the thinking mat. If required child will complete a Reflection Log with the teacher– this can be applied twice before moving to Stage 3

Stage 3 – Taken to discuss behaviour with EYFS Lead – The child must complete a Reflection Log or Reflect and Restore Log with the EYFS lead (Stage 3 will always be reported to parents)

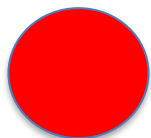
Stage 4 – Meeting between Head of School, child and parents



Sad board



Time out



Time out with Phase Leader

KS1 Sanctions

All children have an individual card and peg to privately log their negative behaviours. This serves as a personal aide memoir rather than a public one.

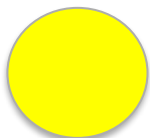
Stage 1 – Warning that behaviour is not appropriate – this can be revoked at the end of a session if behaviour is modified positively

Stage 2 – Time out within the classroom – This is known as the thinking table. If required child will complete a **Reflection Log**.

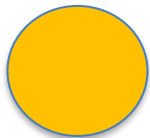
Stage 3 – Spend 10 mins with Phase Leader. **A Reflection Log or Reflect and Restore Log must be completed with a staff member. Teacher to complete a Behaviour log to give to Phase leader**

Stage 4– Taken to discuss behaviour with Head of School (Stage 4 will always be reported to parents) This could result in time spent away from the classroom in an internal seclusion.

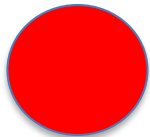
Stage 5 – Meeting between Head of School, child and parents



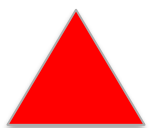
Sad board



Time out



Time out with Phase Leader



Mrs Oldham

KS2 Sanctions

All children have an individual card and peg to privately log their negative behaviours. This serves as a personal aide memoir rather than a public one.

Should a child display poor levels of behaviour then the following sanctions will be applied.

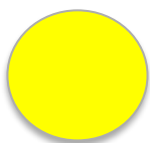
Stage 1 – Warning that behaviour is not appropriate – this can be revoked at the end of a session if behaviour is modified positively

Stage 2 – Time out within the classroom – This is known as the thinking table. If required child will complete a **Reflection Log**.

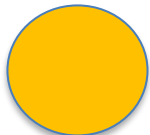
Stage 3 – Time out with Phase leader - 20 mins. **A Reflection Log or Reflect and Restore Log must be completed when on time out and then discussed with a staff member on return to the classroom. Teacher to complete a Behaviour log to give to Phase leader**

Stage 4 – Taken to discuss behaviour with Head of School (Stage 4 will always be reported to parents) This could result in time spent away from the classroom in an internal seclusion.

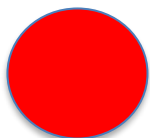
Stage 5 – Meeting between Head of School, child and parents.



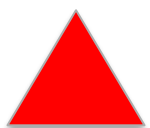
Sad board



Time out



Time out with Phase Leader



Mrs Oldham



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?



Appendix F: Physical control and intervention

This guidance is supported by the Academy's Positive Handling Policy.

This guidance on the use of Physical Control and Intervention stands under Section 7 of the Local Authority and Social Services Act 1970; and as advice to support Section 55a education Act 1996. Whilst the principles that underpin this guidance are relevant in the Academy setting, it cannot cover all forms of extreme behaviours. See also our Care and Control Policy.

Consistency of approach is important, both to provide the most effective support for individual learners and to reduce the possibility of confusion. This guidance is intended to help ensure that staff adopt consistent practices in the use of physical control and intervention, based upon a common set of principles.

The guidance has been written in the context of the Human Rights Act (1988) and The United Nations Convention on the Rights of the Child (ratified 1991) Wherever possible physical control and intervention should be used in a way that is sensitive to, and respectful of the cultural expectations of learners and adults, and their attitudes towards physical contact.

Any restrictive physical intervention should avoid contact that might be misinterpreted as sexual. The decision to use a restrictive physical intervention must take account of the circumstances and be based upon an assessment of the risks associated with the intervention.

Assessing and managing risks for learners who present challenging behaviours

The risk assessment and management pro-forma included in this guidance has been designed to help teachers, learning support assistants and other staff to improve practice in relation to the assessment and management of risk posed by learners with severely challenging behaviour. The risk may be to the learners themselves, other learners, teachers, other adults or property.

Risk and Risk Assessment

The term "risk" refers to any circumstances which could lead to adverse outcomes for the child or others. Risks may arise in relation to a number of factors, such as the health care and social support arrangements for the child; interactions between the child and his or her environment; the direct impact of behaviour(s) presented by the child; measures and interventions employed to reduce, limit or manage the risks presented to the child and others.

Risk assessment and management is a process that helps staff to consider risk issues, to act reasonably, and to learn from what happens in everyday practice. In the main, risk assessment and management involves:

- using what is known, in the light of experience, to make rational judgments about risk issues;
- weighing up options and taking reasonable risks; and
- taking action to implement a range of approaches to support and safeguard learners.

By working in this way it is possible to make decisions and take actions to:

- limit the level of inherent risk to which learners and others are exposed;
- take calculated risks to broaden the child's experience and maximise his or her individual potential;
- avoid unreasonable risks for the child and others; and
- ensure that strategies used to respond to challenging behaviour are reasonable, and proportionate to the risks presented by the behaviour.

Using a structured approach to risk assessment and management will help staff to make decisions about what can reasonably be done to limit risks. At the same time it will help prepare them for times when things go wrong.

Challenging behaviours are often foreseeable, even though it may be difficult to predict exactly when they will occur or the degree of challenge they will pose. As a general rule we should:

- explore why learners behave in ways that pose a risk;
- try to understand the factors that influence the behaviour;
- recognise the early warning signs that indicate unacceptable behaviour is beginning to emerge; and
- develop the skills to manage difficult situations competently and sensitively.

The measures agreed for managing identified risks will be set out in an agreed behaviour management plan for the individual child. Risk assessment and management can also be used in emergency situations when unforeseen risks occur.

Assessing the risk

Risk assessment involves a consideration of potential and actual risk. Key steps are:

- assessing the context for risk - trying to predict the situations in which risks do/may occur. For example, situations where learners might feel frustrated, learners being near open roads, on transport or in crowded places;
- assessing probability - trying to estimate how likely it is that the risk situation will occur and whether any injury or harm is very likely to occur, likely to occur, or unlikely to occur; and
- assessing seriousness - trying to gauge the kind of injury and harm that could result. For example: choking, bruises, bleeding, sprains, broken bones, stress, burnout, panic attacks, nervous breakdowns and post-traumatic stress disorder.

When assessed, all risks should be recorded in accordance with the Academy's policy. In the event that risks are thought to be serious for the child or others, the Academy may need to use formal risk assessment frameworks and tools, such as the Health and Safety Executive's "Five Steps to Risk Assessment".

Appendix G: Training and professional development for all staff

The Academy has a comprehensive behaviour for learning training programme which has been reviewed to ensure that it is appropriate to the needs of all staff and the circumstances of the Academy. The personalising learning training has been designed to provide staff with tools and techniques for use in the classroom and beyond to encourage positive learning behaviours.

We will review regularly the health, safety and welfare of all of our staff and provide for professional and personal support (including counselling and training).

We will provide relevant information and training on behaviour management matters to all groups of staff, including:

- catering and cleaning staff;
- support staff
- other Academy staff (e.g. associate staff)
- newly qualified teachers during their formal induction period;
- learners undertaking programmes of initial teacher training;
- supply teachers;
- class teachers; and
- management / leadership group.

The Academy will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-Academy INSET, support from the lead practitioner group and specific planned/tailored training.

The Academy undertakes annual reviews of the continuous professional development needs of all staff. The Academy provides opportunities for all staff to develop their knowledge and skills in relation to such issues as:

- implementing the Academy's behaviour policy;
- logging and recording of incidents;
- classroom management;
- dealing with low level disruption
- educational visits;
- learning lifestyles;
- legislation affecting behaviour management (e.g. detention, child protection, learner restraint);
- pastoral support;
- equal opportunities and anti-discrimination; and
- techniques for promoting positive behaviour.

In 2023/24 the Academy will be engaging in Relational Inclusion Training and developing a programme of training and interventions for pupils and staff.

