

DSL Behaviour Policy

Department Owner	Operations (National)
Section Owner	Education (National Behaviour Lead)
Approver	Education & Personnel
Date Approved	July 2016
Review Date	July 2018
Status	

1 Circulation

This policy is addressed to all staff, all pupils and parents. It also applies to the wider Academy community. A copy of this policy can be found in staff handbook and on our website and parents will be reminded of this on an annual basis. This policy will be reviewed every 2 years.

This policy can be made available in large print or other accessible format if required.

1. Ethos and policy statement

1.1 As an Academy we believe that all members of the Academy should be able to learn in a calm, safe and purposeful environment. The behaviour policy is the foundation for a clear, shared understanding between pupils, teaching staff, support staff, parents/carers and governors. It is essential that pupils understand that unacceptable behaviour results in sanctions being imposed, that high expectations are clear and explicit, and that good behaviour will be rewarded.

1.2 Corporal punishment will never be used in this Academy

1.3 This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

2. Application

2.1 The Governance and the Headteacher intend that the Academy rules and the sanctions provided in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from Academy premises and outside of the jurisdiction of the Academy, for example during half term and the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the Academy, affects the welfare of a member or members of the Academy community or a member of the public, or which brings the Academy into disrepute.

3. Academy rules

The Academy expects high standards of behaviour from all pupils. We have adopted the 'Assertive Discipline' approach to managing behaviour in the primary and secondary phase which focuses on maximising positive interaction between staff and pupils. Coupled with the implementation of our 'SMART Charter' and an 'Achievement and Consequences' system we have developed a consistent approach to encouraging good behaviour and positive relationships between staff and pupils and between pupils themselves. Through this policy we aim to build strong and positive foundations for a whole school approach to behaviour and discipline as pupils' progress to the secondary phase of the school.

4. Conduct

4.1 At DSLV we actively promote the highest possible standards of behaviour. In order to achieve this we aim to:

Ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well.

Provide a caring community, whose values are built on mutual trust and respect for all.

Develop children's responsibility and accountability for their own behaviour and attitude

Promote an environment where everyone feels happy, safe and secure.

The Academy will not accept the following behaviour:

- Physical assaults on staff or other pupils
- Verbal assaults on staff or other pupils
- Damage to academy property including the building
- Substance abuse
- Racially motivated incidents
- Behaviour which is against the criminal law

The above behaviour will be deemed to be a breach of academy discipline.

5. **Communicating expectations to pupils through DSLV's - SMART CHARTER**

As a basis for our Behaviour & Discipline Policy we have adopted a whole school 'Charter' which underpins all of the choices and decisions made by the school and its pupils. The charter is linked to our Teaching & Learning Policy and is as follows:

SMART LEARNERS ARE:

Sensitive	Kind, gentle and helpful to others We don't hurt people or their feelings
Motivated	Hard workers who have a go We don't waste time or give up
Attentive	Good listeners who concentrate We follow instructions and don't interrupt
Responsible	Careful with property and nature We don't damage or waste things
Truthful	Honest We don't cover up the truth

The School Charter is designed to be relevant and understood by pupils from Nursery to Year 13. The charter is displayed in each classroom and in whole school areas e.g. hall.

The School Charter will be discussed and reviewed at frequent points during each term and during assemblies at the beginning of each term. Each class may also further identify additional, expectations, which are specific and relevant to each key stage/class.

6. Rewarding good behaviour

1.1 The Academy understands that rewards can be more effective than punishment in motivating pupils. The Academy is committed to promoting and rewarding good behaviour and may do so in some of the following ways:

Years N-6

Personal SMART spots

Each pupil in Years 1-6 has their own personal 'SMART Card', on which they accumulate SMART spots (small stickers provided by the school) for their achievements. Pupils work towards gaining their 1st Star (25 SMART spots), 2nd Star (50 SMART spots) and 3rd Star (75 SMART spots) during each year and these achievements are celebrated in Key Stage Assemblies.

N-6 Awards

Key Stage 1 Awards

In KS1 pupils are awarded their 1st, 2nd or 3rd certificate and a metal star badge accompanies each certificate.

Key Stage 2 Awards

In LKS2 pupils receive a DSLV branded piece of stationery with their certificate and in UKS2 they will receive a WH Smith token with their certificates, from £1.00 - £3.00 according to the value of the star certificate.

Teachers carefully monitor pupils' progress. Teachers can award SMART spots or use a system of credits towards a SMART spot as appropriate. E.g. pieces of learning/work that show small steps of progress towards targets.

Pupils in the reception year are rewarded with verbal praise and a variety of stickers, stamps and certificates appropriate to this age phase.

Years 7-13

It is important that pupils see a purpose \ organisation for a rewards system and that this reinforces effective behaviour and effort. At 7-13 we wish to reward in line with our smart charter as well as overall attainment. We have therefore set our system to reward:

Subject performance \ Outstanding work
Volunteering \ Service to the school
Attendance
Attainment
Going above and beyond in any aspect of school life
Peer support

Our rewards system encourages these through:

7-13 Daily performance

Pupils will be rewarded daily for displaying effective learning behaviours. Staff will use success cards in Yrs7-13 to reward pupils for:

- Subject performance \ Outstanding work
- Volunteering in lesson (Being responsible)

Success cards will go home and if returned signed by a parent will be entered into a draw at the end of each term. Draw winners will receive a more substantially valued prize 2 per Key stage. This prize will be drawn in the termly awards events.

7-13 Termly awards

Pupils will be rewarded termly in a rewards assembly. At this time pupils will be nominated by staff for subject and pastoral attainment:

- Attainment – Certificate and voucher
- Volunteering \ Service to the school – Certificate and voucher
- Going above and beyond in any aspect of school life – Certificate and voucher

Pupils will also receive awards for 100% attendance in line with the schools attendance policy.

- Attendance - Certificate and voucher
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7. Poor behaviour: use of disciplinary sanctions

7.1 The Academy understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil. The Academy has the following range of disciplinary sanctions that may be implemented as appropriate:

N-6

Examples of inappropriate behaviour that require consequences to be put in place.

Behaviour – examples of behaviour types	Action & Follow Up	Responsibility
<p>Level 1 Minor incidents- e.g. talking out of turn, hindering work of others, poor effort</p> <ul style="list-style-type: none"> • First behaviour incident 	<ul style="list-style-type: none"> • Verbal warning and charter(rule) reminder 	<ul style="list-style-type: none"> • Class teacher • Teaching assistant
<ul style="list-style-type: none"> • Repeat of behaviour incident 	<ul style="list-style-type: none"> • 2nd Verbal warning and yellow card issued. Further charter(rule) reminder • Pupil moved away from group within class for short period 	<ul style="list-style-type: none"> • Class teacher • Teaching Assistant
<p>Level 2</p> <ul style="list-style-type: none"> • Repeat of behaviour incident • Poor attitude • Disrupting learning • Not following adult instructions • Rough behaviour/play fighting 	<ul style="list-style-type: none"> • Red card issued • Time Out /Loss of pupil's free time (break/lunch) 'Think Tank' sheet filled in by pupil and teacher • KS2 pupils can be sent to 'Time Out Room' at lunchtime if appropriate • Class Teacher should inform Key Stage Leader of persistent behaviour • Key Stage Leader speaks to pupil concerned 	<ul style="list-style-type: none"> • Class Teacher may refer to Key Stage Leader who will follow up as required
<p>Level 3</p> <p>When above behaviour continues or warrants a more severe consequence, L3 consequences apply immediately without proceeding through L1 & 2</p> <ul style="list-style-type: none"> • Persistence of above behaviour • Aggression, fighting, causing injury to others, accidental or otherwise • Bullying • Persistent refusal to comply • Temper tantrum • Minor damage to property/equipment 	<ul style="list-style-type: none"> • Internal Exclusion Pupil is removed from class to work in isolation or partner class as appropriate. 10 minutes – 1 day according to severity of behaviour/age of child. • 'Think Tank' reflection sheet filled in • Partner classes YR – N Y1 - Y2 Y4 - Y5 Y6 - Y3 • The 'Time Out' room consequence may be applied for L3 if appropriate- Staff should seek guidance from AHoS or HoS if in doubt. 	<ul style="list-style-type: none"> • Class Teacher informs KS Leader for IE of 10 mins-1 session (hr). • KS Leader takes pupil to partner class and informs parent when this happens • KS leader reports to AHoS who agrees length of IE and informs HoS

	<ul style="list-style-type: none"> • Time at discretion of teacher/KS Leader) • Work taken with pupil or done in own time/homework if missed • When longer internal exclusion is needed in excess of 1 session up to ½ day Key Stage Leader reports to Assistant Head of School • Consider referral to SENCO/External Agencies <p>NB: L3 behaviour may result in short 1-2 day external fixed term exclusion if behaviour is a repetition following a previous warning.</p>	<ul style="list-style-type: none"> • AHoS/HoS contacts parents
<p>Lunchtime Break-‘Time Out Room’ Consequence (L2 behaviour or L3)</p> <p>Pupils may incur a lunch time ‘Time Out Room’ consequence for any of the following behaviour during the lunch period 12-1.15 pm. The consequences can be from 10 minutes to the whole lunch time.</p> <ul style="list-style-type: none"> • Refusal to follow/ignoring adult instructions following warning • Play fighting of any description • Physical aggression/fighting • Verbal abuse to staff - rude/ ill mannered responses to adults • Verbal abuse to children – name calling, offensive language • Inappropriate use of play equipment <ul style="list-style-type: none"> • Persistent poor behaviour at lunch time may result in pupils being excluded from school for the lunch time period only, at the discretion of the Head of School. Parents will be informed that that their child’s behaviour at lunchtime is a cause for concern and that a lunch time exclusion may apply if behaviour does not improve. Parents will be requested to collect their child from school at the end of the morning and returned for the start of the afternoon session. • The Time Out Room location will be Year 1 area for KS1 and the meeting room for KS2. Class teachers are expected to host the Time Out Room once a week for a period of 30 minutes. The Time Out folder will need to be collected from the office by the teacher running Time Out and the sign displayed on the door. 		
<p>Level 4 -Severe clause Certain behaviours will require more serious consequences and pupils may need to be automatically removed from classroom or playground without moving through the hierarchy</p> <ul style="list-style-type: none"> • Severe verbal or physical abuse to a child causing injury • Severe verbal or physical abuse to an adult causing injury 	<p>Internal /external exclusion Proceed straight to ‘severe clause’ and issue ‘Red Card’.</p> <ul style="list-style-type: none"> • Red card is sent to AHoS or HoS with a responsible child or available adult. • Class teacher/teacher on duty should not leave incident • ‘Red Card’ triggers immediate response from AHoS or HoS who will 	<ul style="list-style-type: none"> • AHoS/HoS • HoS or Headteacher will contact parents to inform them of an external exclusion

<ul style="list-style-type: none"> • Severe and persistent temper tantrum • Bullying (persistent) • Severe non-accidental damage to property/equipment • Self – abuse 	<p>come and remove pupil from class etc.</p> <ul style="list-style-type: none"> • AHoS/HoS fill in incident report form • AHoS or HoS contacts pupil's parents immediately and arranges meeting. • HoS will inform P and refer to Governors' Discipline Committee • Excluded pupils will have a return to school meeting with HoS and parents <p>Level 4 Severe Clause behaviour may result in a longer internal exclusion or external fixed term from ½ day or possibly permanent exclusion from school.</p>	<ul style="list-style-type: none"> • C of Governors
<ul style="list-style-type: none"> • All actions should take account of individual pupils as appropriate. DSEN pupils who are beyond the assertive discipline consequences system will have behaviour programmes designed to meet IEP/statement needs etc. • The SENCO should be kept informed of pupil's whose behaviour is a cause for concern. 		

7-13

Behaviour – examples of behaviour types	Action & Follow Up	Responsibility
<p>Level 1 a Minor incidents- e.g. talking out of turn, hindering work of others, poor effort</p> <ul style="list-style-type: none"> • First behaviour incident 	<ul style="list-style-type: none"> • Verbal warning and charter(rule) reminder 	<ul style="list-style-type: none"> • Class teacher
<p>Level 1b</p> <ul style="list-style-type: none"> • Repeat of behaviour incident 	<ul style="list-style-type: none"> • 2nd warning • Dtn (lunchtime\break) issued in subject 	<ul style="list-style-type: none"> • Class teacher
<p>Level 2</p> <ul style="list-style-type: none"> • Repeat of behaviour incident • Poor attitude • Disrupting learning • Not following adult instructions • play fighting • Subject lateness \ Persistent lateness 	<ul style="list-style-type: none"> • Buddy system removal <p style="text-align: center;">Automatic</p> <ul style="list-style-type: none"> • Written onto Sims • SUBJECT Detention set after school • Detention list kept by welfare team 	<ul style="list-style-type: none"> • HOF \ HOS • Class teacher • Subject staff to rotate dtn • Welfare team support

	<ul style="list-style-type: none"> • Detention list monitored by welfare team <p style="text-align: center;">Subject follow-up</p> <ul style="list-style-type: none"> • Subject report if repeated incidents at this level 	
<p>Level 3 When above behaviour continues or warrants a more severe consequence, L4 consequences can apply immediately without proceeding through L1 & 2</p> <ul style="list-style-type: none"> • Persistence of above behaviour • Bullying • Persistent refusal to comply • Temper tantrum • Minor damage to property/equipment • Persistent truancy • Non-accidental damage to property/equipment <p style="text-align: center;">(This list is not exhaustive and at the discretion of the Headteacher)</p>	<ul style="list-style-type: none"> • Internal Exclusion Pupil is removed from class to work in isolation anything from 1 period to 2 days according to severity of behaviour. • Statements taken • Placed on College support plan and yellow report • Consider referral to SENCO/External Agencies <p>NB: L3 behaviour may result in short 1-2 day external fixed term exclusion if behaviour is a repetition following a previous warning.</p>	<ul style="list-style-type: none"> • Welfare team plus Pastoral and SLT to implement • Welfare team to inform parent and ensure pastoral leads can collect for isolation. • Pastoral leads to take statements as appropriate. • Welfare team to store all statements.
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<ul style="list-style-type: none"> Persistent poor behaviour at lunch time may result in pupils being excluded from school or isolated for the lunch time period only, at the discretion of the Pastoral leads or SLT. Parents will be informed that their child's behaviour at lunchtime is a cause for concern and that a lunch time exclusion may apply if behaviour does not improve. Parents will be requested to collect their child from school at the end of the morning and returned for the start of the afternoon session in the most serious of cases. 		
<p>Level 4 -Severe clause Certain behaviours will require more serious consequences and pupils may need to be automatically removed from classroom or playground without moving through the hierarchy</p> <ul style="list-style-type: none"> Aggression, fighting, causing injury to others, accidental or otherwise Severe verbal or physical abuse to a child causing injury Severe verbal or physical abuse to an adult causing injury Severe and persistent non compliance Bullying (persistent) Severe non-accidental damage to property/equipment <p>(This list is not exhaustive and at the discretion of the Headteacher)</p>	<p>Internal /external exclusion Proceed straight to 'severe clause' and issue an Exclusion INTERNAL OR EXTERNAL</p> <ul style="list-style-type: none"> A PSP and red report card must be given after meeting parents. Incident must be dealt with by SLT Statements must be taken Headteacher must be informed and given the statements to make a decision on length of exclusion. SLT contacts pupil's parents immediately and arranges meeting. Excluded pupils will have a return to school meeting with Headteacher or DEPUTY HEADTEACHER and parents <p>Level 4 Severe Clause behaviour may result in a longer internal exclusion or external fixed term from 1 day or possibly permanent exclusion from school – Where Pex is a possibility a governors behaviour panel and final warning letter may be used as a last resort before P-ex.</p>	<ul style="list-style-type: none"> Headteacher or DEPUTY HEADTEACHER Pastoral leads to collect statements and store Headteacher or DEPUTY HEADTEACHER will contact parents to inform them of an external exclusion C of Governors
<ul style="list-style-type: none"> All actions should take account of individual pupils as appropriate. DSEN pupils who are beyond the assertive discipline consequences system will have behaviour programmes designed to meet IEP/statement needs etc. The SENCO should be kept informed of pupil's whose behaviour is a cause for concern. 		

7.2 In all cases of misconduct, including those outside of the Academy, the Headteacher will consider whether the police or the local authority's anti-social behaviour co-ordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of the public.

7.3 Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the Academy's child protection procedures will be followed.

8. Exclusions

8.1 The Academy will follow government guidance on exclusions, unless there is a good reason to depart from it. The Academy aims to operate within the principles of fairness and natural justice.

8.2 Exclusions can take the form of:

- Fixed term exclusions;
- Permanent exclusions;
- [• Lunch time exclusions].

8.3 The Academy's policy on exclusions applies to serious breaches of Academy discipline occurring on Academy premises and also outside of the Academy. Please see the Academy's separate exclusions policy.

9. Malicious allegations against staff

9.1 Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the accused.

9.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

10. Use of reasonable force

10.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force: advice for head teachers, staff and governing bodies* and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the Academy or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

10.2 Where restraint is used by staff, this is recorded in writing and the pupil's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment. [• See also the Academy's separate policy on the use of physical restraint.]

11. Searching pupils

11.1 **Informed consent:** The Academy staff may search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent.

11.2 If the pupil refuses, sanctions will be applied in accordance with this policy.

11.3 **Searches without consent:** In relation to prohibited items, as defined below, the Headteacher, and staff authorised by the Headteacher, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Searches without

consent will only be carried out on the academy premises or where the member of staff has lawful control or charge over the pupil, for example, on academy trips.

11.4 **Prohibited items:** Means knives or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks, pornographic images and any other items as defined as such from time to time. It shall also include any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person including the pupil; any item banned by the Academy rules identified as being an item which may be searched for; and any other items as defined in law as such from time to time.

11.5 **Searches generally:** If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of Academy property, e.g. pupils' lockers or desks; and / or
- a search of personal property (e.g. bag or pencil case within a locker).

11.6 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

11.7 Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil. However, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff a search may be conducted by a member of the opposite sex without a witness present.

11.8 Where the Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance *Screening, searching and confiscation*.

12. Parents and carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the School Charter in the school prospectus, and we expect parents to read and support it.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences/sanctions as a result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal or Head of School. If these discussions cannot resolve the problem, a formal complaint can be made to the Chair of Governors. In the event of this course of action parents should refer to the school's complaints policy.

13. Evaluation / monitoring / performance

13.1 The Academy will evaluate and monitor performance by reviewing all Level 2 or above behaviour incidents

13.2 All 'Time Out \ Buddy' consequences are also recorded in the 'Time Out' log or subject log which will be regularly reviewed by the leadership team.

13.3

13.4 By evaluating the success of the policy the Academy will consider to what extent :

- Level 2 or above incidents have reduced
- FTE have reduced
- Achievements have had a positive impact on learning

References

Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies (February 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf