



**Discovery Schools**  
Academy Trust

# Core Behaviour Policy

## Rationale:

We expect that all our schools within the Trust to have as a strong ethos of respect for all stakeholders, and through high expectations of behaviour they strive to ensure that all children are given every opportunity to reach their potential.

Our Core Behaviour Policy aims to:

- Create a secure, stable, caring environment in which effective learning can take place.
- Have mutual respect for all.
- Set acceptable standards of behaviour, using knowledge of individual's needs and positive strategies to maintain high levels of appropriate behaviour.
- Ensure that all standards are meaningful, attainable, discussed and adhered to by all.
- Encourage independence and self-control so that each child learns to understand the principles behind appropriate behaviours.

Through the successful and consistent implementation of policy all stakeholders will:

- Be able to teach and learn without any unnecessary interruption.
- Be safe.
- Be treated with respect.
- Be heard.

Be treated fairly.

## Purpose:

Our Core Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.
- **Being consistent with our approaches:** All staff receive regular updates and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours, so that these can be shared and adopted by all.
- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.
- **Promoting choices:** Within each school we refer to good choices (which lead to good consequences linked to our whole class/school reward system) and choices which are poor (which lead to negative consequences, linked to our warning system). Through promoting the language of 'choice' we encourage self-management of behaviour, and it avoids labelling a child, as we instead refer to the choices we all make and that we should always try to make good choices.
- **Establishing Clear learning behaviours throughout the curriculum:**

Each school with the trust identified they key learning behaviour their children need to achieve to become successful and resilient learners. Schools will develop a sequential curriculum to encourage and provide opportunities for children to learning these behaviours within the culture and curriculum within each school. These learning behaviours will be tracked and reported to parents so that we can work in partnership to develop these skills.

### School Rules:

Each school is expected to have a set of school rules which their children and staff can identify with. The school rules must be developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.

An example of Whole School Rules are:

- A** – Accept and Respect rules
- B**- Behave and allow everyone to learn
- C** – Be Careful and look after each other

Additionally behaviour for learning rules may be used, such as:

- L** - Listening skills
- E** - Evaluating my own work – did I try hard enough
- A** - Asking questions and thinking
- R** - Resilience
- N** - New learning -which the child could initiate
- T** - Team work

Additional short term individual rules may also be used at the discretion of teachers when trying to modify individual inappropriate behaviours.

To support each individual in developing positive self-control each school will adopt, where appropriate, a staged reward / warning system that encourages individuals to regulate their own behaviours. All staff are empowered to use this system to ensure a consistent message is being delivered to children.

This system is visually displayed in each class room

Gold
Silver
Bronze
Green
Yellow card
Red card
Referee

### Rewards & Sanctions

Within our schools recognising, reinforcing and rewarding good/appropriate behaviour and learning could include:

#### Visual Reward System Example:

The school day is split into 3 sessions: Before Break, After Break and After Lunch. At the beginning of the school day all pupils start on GREEN. If a pupil manages a session without incidence and displayed appropriate learning behaviours they will be moved to BRONZE. If they continue to make the right choices they will be moved to SILVER after session 2 and GOLD after session 3.

At the end of each day points will be given towards a whole class reward linked to which status the majority of pupils have ended up on. For example 10 points for Bronze, 20 points for Silver and 30 points for Gold. LEARNT and ABC tokens can also be added to the whole class total.

If a child finishes the day on GOLD on 2 or more occasions in a week they will be awarded with a GOLD status certificate in the weekly Celebration Assembly. For all pupils who receive a GOLD status certificate each week for 6 weeks they will be entitled to attend a GOLD Parkland Pride session.

**In Class:**

- Immediate verbal praise and/or at the conclusion of a learning session.
- Smiles or some personal visual encouragement i.e. gestures
- Contingent touch
- Stickers
- A limited time with an identified motivator.
- Award of LEARNT tokens
- Whole class rewards earned by everyone
- Special responsibilities
- Inform parents/carers of successes through home/school diary.

**Whole School:**

- Award of ABC token
- Certificate at weekly Celebration assembly.
- Visiting SLT for special stickers/certificates.
- Having work displayed on HT good work board.

Within all schools when sanctions are used, they must be immediate and carried through. They must also be reasonable, proportionate and appropriate to the individual's needs and level of understanding.

**Visual Sanction System Example:**

The school day is split into 3 sessions: Before Break, After Break and After Lunch. At the beginning of the school day all pupils start on GREEN. If they choose to break one of the ABC or LEARNT rules they will be given a YELLOW CARD warning, as a reminder. If they continue with inappropriate behaviour a RED CARD will be given and the pupil will need to report to the Reflection room to miss 5 minutes of their next scheduled break. If the pupil continues with inappropriate behaviour then a REFEREE CARD is issued and the pupil needs to go to the behaviour mentors room and needs to calm, complete 10 minutes quiet work, carry out a debrief discussion focusing on ways forward and they will miss 10 minutes of their next scheduled break.

At the start of each new session in the day pupils who had received a yellow, red card will be moved back onto green, to clearly demonstrate a fresh start, and they can then attempt to climb the Bronze, Silver and Gold stages.

If a pupil receives a Referee card during a session, when they return from their time out they too will be placed back on to green, however they will not be able to move up to Bronze at the end of that session.

If a child receives 2 or more RED CARDS during the week they will miss 5 minutes per card of Parkland Pride at the end of the week.

Appropriate sanctions could include:

**In Class:**

- A verbal reprimand
- Look of disapproval
- Yellow card warning
- Red Card warning which will earn the pupil 5 minutes off next break next scheduled break.
- Referee – mentor called, time out of class to complete work and 10 minutes off next scheduled break.
- Planned ignoring
- Payback of time or work owed
- Withdrawal of privileges or responsibilities
- Parents/carers may be contacted to discuss the behaviours causing concern.
- Withdrawal from the immediate vicinity to prevent injury or allow time to calm down.

**Whole School:**

- Time out with behaviour mentor
- Working away from their class for a limited time with 1:1 support.
- Meeting with Parents/Carers, class teacher and member of SLT

The following sanctions **will not be used by any staff member:**

- Derogatory or blaming language.
- Fear induced by humiliating or degrading language or sanctions.

- Where it is clear the pupil will not understand that the applied consequence is related to their behaviour.
- Restricting freedom unless the pupil is at risk of hurting themselves or others, absconding putting themselves and others at risk, damaging school property or causing serious disruption to the learning of others or the day to day management of the school.

### Exclusions:

Each School Head Teacher and Governing Body are, in appropriate circumstances, also able to consider the following:

- An Internal Exclusion – Pupil to work and play away from their normal class group.
- A Lunchtime Exclusion – This will be part of an agreed Pastoral Support Plan
- A Fixed Term Exclusion – No longer than 5 days in given fixed term exclusion period. Suitable work must be sent home for the child to complete.
- A Permanent Exclusion

To support staff on lunch duty the following behaviour management strategies have been employed and will be used where it is clear the pupil will understand that the applied consequence is related to their behaviour.

### Behaviour at lunchtimes:

#### Lunchtime Rules:

1. No hurting or rough play
2. No name calling
3. Listen to adults at ALL times
4. No bullying

#### Sanctions:

If any member of staff on duty witnesses any of the above then it is 5 minutes in the time room for those children involved, after which time they are allowed back outside. If they repeat any of the above behaviours they are straight back in for another 5 minutes and so on. The behaviour mentor on duty at lunchtime will oversee these time outs and may request support from staff if and when required.

If a child receives 3x 5 minute time outs in one lunchtime period they will not be permitted to go back out.

If a child reaches 5 x 5 minute time outs in a 2 week time period they will miss 1 full lunchtime play. Parents will be informed

If a child receives any 5 minute time outs in a 2 week period after missing 1 full lunchtime they will be placed on report for up to 2 weeks. Parents will be invited for a meeting with the Behaviour Mentor at this time.

Any incidents of inappropriate behaviour during being on report could result in a period of lunchtime exclusions. Pupil to attend structured support sessions with Behaviour Mentor for a minimum of 6 sessions.

Any concerning patterns of lunchtime behaviour outside of the above pattern will be evaluated by SLT and further actions may be taken.

Where possible lunchtime managers will zone areas of outdoor learning space to ensure that the incidence of inappropriate behaviours is minimised by separating individuals due to need, and providing appropriate staffing ratios and a variety of activities.

#### Training

Discovery Schools Academy Trust we see the promotion of behaviour in both social and academic settings as pivotal to the success of our pupils. We therefore place a high emphasis on training.

Specific behaviour training is guaranteed to take place at least twice during the academic year:

1. MAPA
2. In house or external guest training on specific aspects of behaviour.

Additionally the SENCo and behaviour mentors act as a support network for teachers and class teams on a more individual basis to provide targeted support for individuals. This group is led by our Trust School Improvement adviser for SEND.

## Recording and Monitoring:

Incidents of inappropriate behaviours need to be recorded by staff teams, in the schools agreed Behaviour logs, and in the whole school data base. The following information should be recorded each time:

- Name of child
- Date
- Time
- Location/s of incidents
- Behaviour Type/s
- Racist Behaviour?
- Escort used? (Holding Till Calm(HTC)form number)
- Restraint used? (HTC number)
- Adult/s involved
- Injury? (SO2 number)
- Outcome/s?
- Parent/Carer contacted?

As a Trust we collect and bench mark this data against all our schools to explore patterns and issues that are arising so we can respond to support schools as required.

In addition to a whole school behaviour strategies outlined in each school Behaviour Policy some individuals may require additional personalised plans to support positive and appropriate behaviours.

- Staff teams will need to complete a Behaviour Plan form for individual pupils where and when required. These meetings will be led by the SENCo
- These should outline strategies and language that can be used by all when required ensuring there is a consistent approach to any inappropriate behaviours.
- These should be shared initially with the class team involved with the child and then made available for all on the school's server.
- These forms are a working document and staff should revisit them regularly and make changes where appropriate.

The Trust is developing a behaviour database which will allow for monitoring that will promote early intervention and prevention.

The following general guidelines will be in place, however for individual cases other trigger points will be considered.

- If a pupil receives 10 yellow cards in the space of 2 weeks they will be seen by a member of the SLT and/or Behaviour Mentor. A short term group programme may be implemented by the Behaviour Mentor, Learning Mentor or Learning Support Assistant, to support the pupil making positive choices about their behaviour.
- If a pupil receives 5 red cards in the space of 2 weeks they will be seen by a member of SLT and/or Behaviour Mentor and parents/carers will be informed. A short term group or individual programme may be implemented by the Behaviour Mentor, Learning Mentor or Learning Support Assistant, to support the pupil making positive choices about their behaviour.
- If a pupil receives 1 referee card during a school day, their parents will be contacted by the Behaviour Mentor to inform them of the incident. A short term group or individual programme may be implemented by the Behaviour Mentor, Learning Mentor or Learning Support Assistant, to support the pupil making positive choices about their behaviour.
- If a pupil receives 3 referee cards in the space of 2 weeks they will be placed on report for 2 weeks and must report daily to a member of the SLT to discuss their behaviour that day. A short term group or individual programme may be implemented by the Behaviour Mentor, Learning Mentor or Learning Support Assistant, to support the pupil making positive choices about their behaviour.

The database will also allow for monitoring staff's use of the Behaviour Policy and can be used to identify ongoing CPD needs across the staff team.

## Roles and Responsibilities:

### **The role of the Directors of the Trust and System leaders**

- The systems will review the effectiveness of the behaviour policy and procedures annual. They will also make a judgement with the school SLT about the quality of behaviour and children's learning behaviour annually which will be used to inform school SEF and School report cards. The Directors of the Trust will hold systems leads to account about trends, resources and policy used to ensure that behaviour is at least good in all schools

### **The role of the Governors in each school:**

- The local Governing body helps set down these general guidelines on standards of discipline and behaviour, and, are kept informed of any use of physical interventions.
- The Committee for Health and Safety, and Wellbeing meet termly to discuss incidents, and any trends that are developing.

### **The role of The Head Teacher (including SLT):**

- Under the School Standards and Framework Act 1998, the Head Teacher is required to implement the behaviour policy throughout the school, and to report, when requested to the Governors. The Head Teacher is responsible for the health, safety and welfare of all pupils (staff and visitors), although s/he may devolve the day to day responsibility to the Deputy Head
- The Head Teacher has the responsibility for informing Governors of the need for fixed term or permanent exclusions and for implementing these as required to maintain good order.
- The Head Teacher ensures appropriate behaviour records are kept, and reported as per school policy, to the Governors
- Complete returns for the DSAT Data Dash each mont.
- To read and enforce the school's behaviour policy.
- The HT to update the Behaviour policy at least biannually.

### **The role of the SENCo**

- The SENCo and Behaviour Mentor will monitor the incident books / database on a regular basis and provide written or verbal advice to class teams.
- The SENCo and Behaviour Mentor will monitor Behaviour Plans as and when but no less than each term, and provide guidance and support where required.
- To provide support for day to day incidents of extreme inappropriate behaviour.
- To read and enforce the school's behaviour policy.

### **The role of all staff:**

- Class Teachers have overall responsibility to: Manage behaviour effectively to ensure a good and safe learning environment (Teachers Standards)
- Should ensure class rules are enforced in their classes and that children behave in a responsible manner during lesson time, and, throughout the school day.
- Treat every child fairly and appropriately, with respect and dignity
- Record incidents using agreed method in incident books.
- Share with parents/carers any Behaviour plans, or incidents of inappropriate behaviour.
- Share with parents through, home/school diaries or in school meeting any strategies being used with their child to help improve their behaviour in school. Can be supported by SENCo / Behaviour Mentor
- To read and enforce the school's behaviour policy.
- Work with the Head Teacher to ensure a risk assessment pertinent to each identified child is in place and known to other staff.

### **The role of parent/carers:**

- To collaborate with the school, so that children receive consistent messages about appropriate behaviour.
- To request reasonable levels of support with their child's behaviour at home and to try and take on board strategies shared with them by the class teacher, SENCo and/or behaviour mentor.
- To read and sign any documentation sent home regarding behaviour of their child.
- If the school has to take reasonable sanctions we expect parents to support the actions of the school. If there is an issue, they should speak to the class teacher or Head Teacher. If the concern remains, the Governors should be approached and the grievance policy implemented.

**REVIEW**

The Board of will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of all the schools in the Trust.

Signed .....Date .....  
(Chair of DAST)

Signed .....Date .....  
(Director of Schools)