BEHAVIOUR POLICY

THIS DOCUMENT IS AN APPENDIX TO THE MAIN OVERARCHING POLICY HELD BY NEXUS MULTI ACADEMY TRUST

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An academy within:

"Learning together; to be the best we can be"

1. Purpose

1.1. This behaviour policy is of paramount importance to the effectiveness of behaviour management. It is a practical document which includes clear guidelines for staff on practice and procedures relating to any incidence of behaviour within school. It follows guidelines set out in the following documents:

1.1.1. Behaviour in schools. Advice for Headteachers and school staff (February 2024)
1.1.2. Suspension and permanent Exclusion Guidance (August 2024)
1.1.3. The Education and Inspections Act (2006) sections 89 and 93;
1.1.4. Behaviour and Discipline in Schools: Advice for Head teachers and school staff (January 2016);
1.1.5. Physical interventions: a policy framework
1.1.6. Positive and proactive care: reducing the need for restrictive physical interventions (April 2014)
1.1.7. Behaviour and discipline in schools – Guidance for governing bodies (September 2015)
1.1.8. Equality Act (2010) part 6, chapter 1
1.1.9. Ensuring quality services
1.1.10. School teachers pay and conditions
1.1.11. Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties
1.1.12. Use of reasonable force (2013)
1.1.13. Ofsted Positive Environments Where Children can Flourish (October 2021)

2. At Discovery Academy We Actively Promote The Nexus Core Behaviour Values Of;

- Trust academies use a restorative approach.
- Trust academies use a consistent approach.
- Trust academies model positive behaviour.
- Trust academies acknowledge that behaviour is a form of communication.
- Trust academies acknowledge that every day is a new day.
- Trust academies are a safe place to make mistakes.
- We are teaching our students to become functioning members of society.

2.1. At Discovery Academy we promote to children that school is a safe place to make mistakes. We have a strong belief that children learn from the mistakes they make and it is our job as educators to use this policy in supporting them to put right what went wrong therefore allowing learning to happen.

2.2. At Discovery Academy we aim to meet the whole child's needs through:

- The provision of a predictable and safe immersive environment that bases its curriculum on the nurture and wellbeing of pupils before we begin to work on academic skills.
- The whole school has a relentless focus on positive behaviour.
- Adopting restorative practice as a whole school team.
- The appropriate learning curriculum which has carefully-planned learning opportunities including the development of personalised wellbeing for every individual.

2.3. It is through this pupil-centred and inclusive approach that pupils will learn to understand, manage and improve their own behaviour, and to build positive relationships with adults and other pupils.

2.4. Consequently, all pupils at Discovery Academy have the right to:

- Recognise their unique identity and individual consideration of their needs;
- Be treated with respect and dignity and feel valued members of the learning community;
- Learn and work in a safe environment;
- Be protected from harm, violence, assault and acts of verbal abuse.

2.5. Furthermore, Discovery Academy strives to ensure that:

- Parents, carers, staff and pupils are highly positive about behaviour and safety;
- Pupils make an exceptional contribution to a safe, calm, orderly and positive learning environment;
- Pupils show very high levels of engagement, respect, courtesy, collaboration and cooperation in and out of lessons;
- Pupils have excellent, enthusiastic attitudes to learning;
- Pupils are adept at managing their own behaviour, supported by systematic, consistently applied behaviour management approaches;

- Instances of all types of bullying are extremely rare, and that pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring;
- All pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.

3. Rules And Routines

3.1. All adults have a responsibility to implement whole school behaviour policy and to set a good example by modelling appropriate behaviours wherever they are in the school and whatever they are doing. Modelling ideal and expected behaviours will provide our learners with a positive model on which they can base their own actions.

3.2. Rules are more effective when they are positively framed and used to reinforce and develop desired behaviours;

- Our House system nurtures our core values of Dreamers, Believers, Achievers. Our children are encouraged, alongside staff, to endeavour to show these values at all times and are rewarded formally and informally should they do so.
- Teachers will be responsible for developing class rules in conjunction with their pupils, making it clear to pupils what is expected in their learning environment. Use an approach that insists on restorative practise as a basis to behaviour management.
- The provision of a safe and predictable learning environment is paramount and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure Maslow's Hierarchy of Needs are met;
- Pupils need to be familiar with the expectations of staff regarding their behaviour. Therefore, consistency and the regular maintenance of high standards is highly important;
- Routines are expected to be in place for pupils on arrival at school and throughout the entire day - including lunch – until they leave the premises.

3.3. Good behaviour is established through regular attendance at school to enable learning through experience, and the fostering of supportive

relationships. Good attendance will be expected for all children and will be actively sought as in order to establish good behaviour.

3.4. All pupils need to be aware of the rules and routines and the consequences of meeting or transgressing rules and expected standards of behaviour:

4. Choice And Consequence: Rewarding Positive Behaviour

4.1. Behaviour that leads to rewarding consequences are more likely to be repeated;

- All staff are actively involved in consistently rewarding positive behaviour;
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers;
- The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils.

5. Informal Rewards Include:

- Smiles/positive eye contact/gestures;
- Targeted praise statements to the pupil or groups of pupils;
- Peer group praise, both spontaneous and planned;
- Direct positive praise home to parents;
- Additional responsibilities;
- Sharing good work and behaviour with peers/adults/senior staff;
- Written comment on work/in books;
- Displaying good work;
- Work towards an activity chosen by the pupil;
- Recognition and celebration of learning and behaviour in assembly
- Positive praise postcards.

6. Formal Rewards

6.1. Formal rewards are targeted and individualised according to age and need, and celebrated with the peers and the whole school as appropriate e.g. certificate presentations in assemblies for progress in particular social skills.

6.2. Our house system will reward children for showing the core values this could be in class, at lunch and breaktimes on school trips or when in the community. Children will collect house points for showing the following values: Attendance at school, wearing the correct uniform, remaining in the classroom, completing learning to the best of their ability and showing kindness Through a range of House Events children will work together to gain reward points. House points can be redeemed for prizes from the DC shop including trips and local experiences.

7. Use of Secure Spaces

7.1. We are required to ensure that pupils are not locked in a room or space, unless there are exceptional circumstances linked to immediate pupil/staff safety (e.g. as per lockdown procedures). At all times, we must be complaint with the Deprivation of Liberty Safeguards (DOLS) and/or the Mental Health Act (MHA).

7.2. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of the individual pupils and/or pupils, staff and visitors from immediate risk, but this would be a safety measure and not a disciplinary sanction.

7.3. Classroom entrance and exit doors are not to be locked with a key or fob that can only be unlocked by an adult.

7.4. We may have two handles on entrance and exit doors to classrooms – one at standard (waist) height, and another towards the top of the door. These doors are not locked, but have an enhanced system which provides a safe means of ensuring pupils are suitably safeguarded from leaving the classroom area of their own volition. This measure must be reflected in the class risk assessment and parents/carers informed.

7.5. It is acceptable, as part of our site health, safety and safeguarding measures, to have secure buildings or areas of the school building e.g. departments, entrance ways etc, which pupils can move freely within.

8. Graduated Response

8.1. As part of supporting and promoting positive behaviour, a graduated response as to the level of support required on an individual basis. The support for children will be based on the following model: -

- Universal Provision – As part of Quality First Teaching for children who respond and can be managed through school systems, structures and rewards.
- Targeted Support – Additional support with time limited impactful interventions such as 1:1 or small group provided by trained school staff.
- Bespoke Support – Additional provision, including support from external agencies including Tier 3 interventions.

9. Positive Handling

9.1. When de-escalation techniques have been unsuccessful or there is an emergency situation presented within a school to keep a child or children safe, then we may choose to utilise positive handling techniques.

9.2. Within Team Teach, the term 'Positive Handling' is used to describe a 'broad spectrum of risk reduction strategies including the use of 95% de-escalation strategies and 5% positive handling as a last resort.

9.3. Section 550a of the Education Act 1996 allows teachers and other members of staff authorised by the Headteacher, 'to use such force as is reasonable in circumstances where the pupils may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage property'.

10. Distress and Support Plans

10.1. Children or young people who are identified as likely to require the use of the positive application of force to control or restrain, as part of their behaviour management, will require a 'Distress and Support Plan'. This is drawn up by the pupil alongside the behaviour lead. This is shared with all staff, parents/carers and any external agencies involved with the young person. We support children and young people developing their own distress and support plan so that they are able to take accountability and manage their own concerning behaviours.

11. Restrictive Physical Intervention (RPI)

11.1. Although every effort is made to observe and intervene early to keep incidents as low key as possible, occasionally some pupils need more intense intervention in the form of restrictive physical intervention (RPI). RPI refers to the positive application of force with the intention of protecting the pupil from harming themselves, others or seriously damaging property.

11.2. When using RPI staff must always consider:

11.2.1. Which approach is in the **best interests of the pupil** (taking into account medical needs, physical disabilities and sensory impairments)?
11.2.2. What is a **reasonable** amount of force?
11.2.3. What intervention is **proportionate** to the circumstance?
11.2.4. Which intervention is **necessary**?

11.3. Discovery Academy requires staff to be aware and mindful of elevated risks for the following interventions:

11.3.1. Positional Asphyxia,
11.3.2. Pressure to the neck
11.3.3. Seated holds
11.3.4. Standing holds
11.3.5. Extreme Exertion

11.4. **ALL** staff must monitor pupils closely during any RPI and look out for signs of distress. If pupils experience any distress staff must immediately modify the supportive hold or release the pupil. This must then be

clearly recorded on the CPOMS database and reported to senior leaders to ensure itis avoided in the future wherever possible.

12. A Focus On Restorative Approaches To Addressing And Changing Behaviour

12.1. At Discovery Academy, staff intervention over the correction of behaviour is clearly based on pupils' level of development and the nature of their disability and circumstances. Subsequently, any "Consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

12.2. The types of consequences used across the school reflect the individual nature of class groups and pupils. Informal consequences may include:

- Use of planned ignoring, where possible;
- Facial expression of disapproval;
- Verbal warnings and reprimands;
- Loss of privileges or rewards;
- Restorative conversations and discussions;
- Time after school hours to reflect and put right what went wrong.

12.3. Adapted use of learning environments e.g., behaviour support room.

- Pupils may remove themselves from a situation which causes anxiety or distress to a location where they can be supported. They would then be continually observed until they are ready to resume their usual activities. This "time out" could be time in a quiet area of the school.
- If time out is an ongoing strategy to help children regulate, they will have this added to their distress and support plan.

12.4. Formal consequences are implemented following due consideration of any incident and the pupil's age and needs:

- Restorative sessions after school hours: following consultation with parents/carers, pupils may be detained after school for an agreed time;
- Exclusion: following consultation with parents/carers, pupils may be excluded from school for more serious or persistent incidents of unwanted behaviour. Where it is not in the child's best interest to be excluded to the home environment, school staff will support an exclusion within the school building.

13. Recording

13.1. Any incidents that require the use of RPI must be recorded in the Bound and Numbered Book then input on the CPOMS system by the behaviour lead.

13.2. We use CPOMS to analyse behaviour data half termly to provide staff teams with proactive strategies to use in classrooms to support children with concerning behaviours. This data also supports keeping distress and support plans up to date.

13.3. It is the responsibility of the staff involved in an incident to record it in the Bound and Numbered Book within 24 hours as this person has the most knowledge of the circumstances of the incident and why it has occurred.

14. Informing parents/carers

14.1. At Discovery Academy we feel that it is good practice to inform parents/carers if their child has required a physical intervention. Class teams will do this via Seesaw on the same day where parents may call school if they require further information.

14.2. Through frequent and open engagement with parents/carers/social workers, they should be actively involved in the development of distress and support plans as well as any reviews.

15. Use of CPOMS data

15.1. The CPOMS database is monitored both daily and weekly by a member of the SMT who is looking out for any arising issues or serious incidents. At the end of each half term all of the data that has been logged across the school is collated and analysed for patterns and trends as well as reflection of how the behaviour policy is being applied consistently throughout the school.

16. Removal from Classrooms

16.1. It is imperative for staff to understand their use of any kind of removal from a classroom to ensure that they are acting both within the school guidelines and more importantly within the law. The government's 'Behaviour in Schools' Guidance (February 2024) states:

'Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. ^Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.'

16.2. Removal should only be used for the following reasons:

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

16.3. The removal from the classroom should be considered a serious sanction; therefore parents/carers/social workers should be informed

on the same day. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition. Any such instances should be recorded on the CPOMS database.

16.4. Schools are required to collect, monitor and analyse removal data internally in order to review its effectiveness as a strategy for supporting student's behaviour. They should make decisions as to whether frequently removed students would benefit from additional support/intervention.

17. Injuries to Pupils / Staff

17.1. If a pupil or member of staff is injured during an incident, the incident must be recorded in the Bound and Numbered Book and may be reportable under RIDDOR. Staff then if they wish can complete a Violence to Staff Form signed by their line manager.

17.2. If a child or young person is injured during an incident the school staff should seek medical advice from a first aider as soon as the child/young person are calm enough to receive it. Parents/carers/social worker should be informed via a letter from the First Aider, by phone or Seesaw.

17.3. If a member of staff is injured during an incident, they should leave the incident as soon as it is safe to do so and receive medical advice from the First Aider.

17.4. All staff should refer and adhere to the Health and Safety Policy for further guidance in this area.

18. Searching and the retention of confiscated items

18.1. Staff members will use their discretion to confiscate, retain and/or destroy any item found due to a search with the student's consent, so long as it is reasonable in the circumstances. Where any item is

reasonably suspected to be an offensive weapon, it will be passed to the police.

18.2. Staff members will be legally protected from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

19. Confiscation, retention and disposal of prohibited items

19.1. Staff members carrying out a search will be permitted to seize any item they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

- When a staff member is conducting a search finds:
- **Alcohol**, they will retain or dispose of the item as they see appropriate; the alcohol will not be returned to the student or their parent/carer
- **Controlled drugs**, they will deliver them to the police as soon as possible; however, they may also be disposed of if the staff member thinks there is a good reason to do so.
- **Other substances** which are not believed to be controlled drugs, they will confiscate them if they believe them to be detrimental to behaviour, discipline and safety.
- **Stolen items**, they will deliver these to the police as soon as possible or return them to the owner if they think there is a good reason to do so.
- **Tobacco cigarette papers or vapes**, they will retain or dispose of them; they will not be returned to the student or their parent/carer
- **Fireworks**, they will be retained or disposed of, but not returned to the student or their parent/carer
- **A pornographic image**, they will dispose of the image unless there are reasonable grounds to suspect that its possession constitutes a specified offence, i.e. the image is extreme, a nude image of themselves or another pupil or is a child sexual abuse image; in these cases, the staff member will deliver the image to the police as soon as possible.

- **An item that has been, or is likely to be, used to commit an offence or to cause personal injury or damage to property**, they will deliver the item to the police, return the item to the owner, or retain or dispose of the item.

- **Weapons** or items which are evidence of an offence, they will pass the item to the police as soon as possible. See section 19 for further information on weapons in school.

20. Weapons in School

20.1. As young people develop into maturity they naturally experiment with their behaviour and test boundaries. The younger they are, the less capacity they will have for restraining themselves, resisting temptation or resisting peer pressure. None of these excuse poor or criminal behaviour. It actually increases the need to intervene as early as possible, to show that actions have consequences, and that harm is being caused.

20.2. Possession of a weapon is a criminal offence. The law provides the police and schools with specific powers to deal with incidents involving weapons.

20.3. The definition of an Offensive Weapon is:

- Any article made or adapted for use for causing injury to the person, or intended by the person having it with them for such use by them, or by some other person. This includes Tasers.
- BB guns (plastic pellet guns) - The possession of these types of guns under legislation is not an offence as they are deemed to be toys. However, if from a school's perspective they breach school rules, they could be seized and retained under the Education Act.

20.4. Headteachers and/or authorised staff may use reasonable force when conducting a search for knives or weapons that they reasonably suspect to be brought onto the school premises or are likely to be used to commit an offence or cause harm.

21. Weapon Incident Reporting

21.1. Where an immediate police response to an incident at the school is required, school will dial 999. For example: a student has been detained in possession of a knife on school premises and poses, or is likely to pose, a risk of:

21.1.1. Danger to life;

21.1.2. Use or immediate threat of use, of violence;

21.1.3. Serious injury to a person;

21.1.4. Serious damage to property.

21.2. When there isn't such an immediate risk, Discovery Academy will still report incidents to 999. For example, a student has been searched and found to be in possession of a knife which has been seized, and the student does not pose any further risk as detailed above.

21.3. Due to the serious nature of weapons possession and potential consequences, contact will be prompt in order that future risk is managed and behaviour confronted. When reporting incidents of weapons possession to 101, we will always request and record the incident log reference number. This will facilitate further contact in relation to the incident.

21.4. We will retain the weapon in a safe place until police attend and seize the weapon for evidential purposes. Once it is established that a weapon is unlawful, a crime record will be created and a proportionate investigation will ensue.

22. Suspension and Permanent Exclusion

22.1. Headteachers can use suspension or permanent exclusion in response to a serious incident(s), or in response to persistent poor behaviour which has not improved following support, interventions and in-school sanctions.

22.2. All suspensions and permanent exclusions should follow the guidance as set out in the Nexus Exclusions Policy and should not be used for:

- poor academic performance
- lateness or truancy
- one-off breaches of school uniform or rules on appearance
- behaviour of students' parents.

22.3. See separate policy for more information.

This policy works in joint collaboration with the Nexus MAT policy on Behaviour and Safety.