



# The Discovery School

## Behaviour Management Policy

We believe that it is vitally important for everyone to feel safe, secure and confident within our school, irrespective of gender, disability, ethnicity, social, cultural or religious background.

The culture within our school is one built upon the core values of **Honesty, Respect, Friendship, Perseverance and Kindness.**

### Aims

***We believe that good behaviour creates a better climate for learning.***

By reinforcing good behaviour and discouraging poor behaviour we aim to foster in each child the ability to:

- determine right from wrong
- grow in independent thought and judgment
- take responsibility for their own actions

We aim to:

- create a community where all its members feel valued and respected and where positive relationships are built
- help children to develop into positive, responsible and independent members of their community
- create an environment in which effective learning and teaching can take place
- promote responsible behaviour, self-discipline and respect for self, others, property and the world around us
- treat all children fairly and apply this policy consistently

### Code of Conduct

***We believe that rules are most effective when kept to a minimum.***

Through our Code of Conduct, we provide for our learners, clear guidance on how to behave:

Be **polite, kind** and **courteous**  
Keep ourselves and others **safe**

In addition to the Code of Conduct, each class has its own classroom rules which are agreed by the children and displayed in the classroom. It is the responsibility of both the class teacher and teaching assistants to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. All members of staff have high expectations of the children's behaviour and they strive to ensure that all children work to the best of their ability.

Alongside the School's values, the Code of Conduct is discussed with pupils regularly in the classroom and in assemblies. We expect all members of our school to become familiar with these values and rules and to apply them with the highest expectations; **if a child's behaviour is felt to be unacceptable, it is never accepted.**

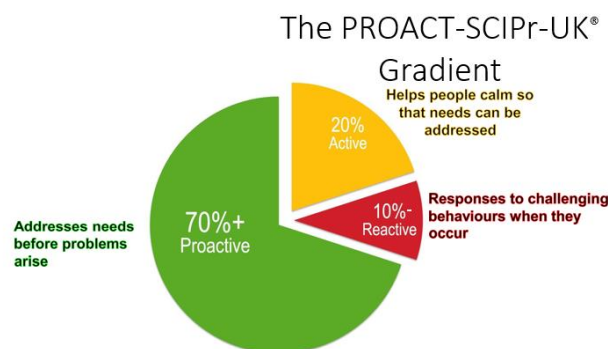
### Guidance for All Staff

***One of the most powerful determinants of a child's behaviour is a positive adult role model.***

Positive reinforcement of good behaviour is more effective than negative punishment. It is always better to be proactive and to apply assertive behaviour management.

Although there are agreed sanctions for children who misbehave, encouragement of good behaviour is known to have a far greater impact. Staff should praise children who model the school's core values by behaving in a polite, helpful, considerate and sensible manner. Verbal feedback on behaviour deserves a high priority around the school and during off-site visits. Good behaviour and positive attitudes should be discussed regularly but particularly in P.S.H.E. lessons, Circle Time and assemblies. There are a variety of ways that staff can acknowledge and reinforce positive behaviour and other pupil achievements. This should include providing positive feedback to parents.

**The School adopts the PROACT model for managing positive behaviour:**



The School takes a number of **proactive, active and reactive steps** to support positive behaviour. A (not exhaustive) list of these can be found in Appendix 3.

The following key approaches underpin our proactive measures:

**A well-managed and well planned environment** not only stimulates the learner but reduces the prospect of potential problems. Ensuring that all learning activities are well planned, organised and resourced and taking into account the full range of learning abilities will ensure that the learning environment is conducive to positive learning.

**All children should be treated with sensitivity to maintain and improve self-esteem.** Comments made to a child should focus on the positive and be made positively and constructively. Where disapproval is used, it should focus on the behaviour rather than the child.

**Staff should, where practicable, take time to explain the reasons for a child being asked to do something.** Every care should be taken to demonstrate respect and care for people and property. The child should be listened to and spoken to calmly. There should never be the intention to belittle or demean. Every effort should be made to diffuse potential problems before they arise.

All staff should **maintain high expectations for good behaviour, apply the policy consistently and fairly** and set a good example by being calm, polite and friendly. Remember that every child has the right to learn and no child has the right to disrupt the learning of others.

Managing a child's behaviour is only part of the role that we have as a school. It is essential that we establish **a culture in which our children can learn how to manage their own behaviour, responses and reactions towards others.**

Any behaviour that requires an investigation will be recorded on an incident form which will be shared with relevant staff and forwarded to the headteacher. Staff should follow the flowchart which can be found at Appendix 1.

### **Rewarding Good Behaviour**

At The Discovery School, we have very high expectations for behaviour, both in lessons and around the school. Children will be rewarded when they meet and exceed these expectations in the following ways:

- Praise
- Value Points
- Stickers and notes home
- Certificates of achievement
- Star of the Week / Day
- Celebration of work
- 'Ask me what I am proud of' badge
- Class reward time at the end of the day / week
- Headteacher's and Deputy Headteacher's Award
- Discovery Award for Excellence (awarded termly)

### **Dealing with Unacceptable Behaviour**

*Each child needs to learn the consequences of their own actions and take responsibility for the way in which he/she behaves.*

Sanctions applied may include:

- Verbal warning and reminder about the school's expectations
- Short isolation in class
- Loss of break and lunchtime
- Isolation in class for rest of session
- Isolation in another class

*(Children should be sent with a note explaining the rules broken, providing an opportunity to reflect and change the child's chosen behaviour.)*

- Removal of privileges (representing school, prefect duties etc)
- Sent to senior staff, including Year Group Leaders and Assistant Headteachers
- Sent to Deputy / Headteacher
- Isolation with Deputy / Headteacher

In extreme cases, an exclusion may be applied. The decision to exclude a child rests with the Headteacher.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation. Any sanction should always be carried through (where possible) by the member of staff who has identified and sanctioned the behaviour. If an adult is confident that a child has an understanding of the Code of Conduct and is able to differentiate between right and wrong, yet behaves in a way that is unacceptable, it will be necessary to use sanctions as a deterrent. The pupil will be told that his/her behaviour is unsuitable, be given the opportunity to discuss the situation and will be encouraged to modify that behaviour. The adult will then adhere to the agreed system of sanction.

In exceptional circumstances, staff should consult with the Headteacher or Key Stage Leaders as to other sanctions to apply. **Unacceptable behaviour is never accepted.** This includes making untrue or malicious allegations about others.

The school will also expect and facilitate children to use restorative justice approaches when dealing with any behaviour that has an impact on others. We expect children to take steps to repair any damaged relationships and develop skills of empathy.

### **Loss of break time/lunchtime**

In addition to the above listed 'Sanctions for unacceptable behaviour' staff may use the removal of break time/lunchtime as appropriate. This is particularly useful as a sanction if 'class time' has been wasted by a child or by the class, as this time can be taken back from their own time. This should be clearly explained to the child/class concerned.

When a behaviour is more serious or persistent, a child will miss some of their break and/or lunch time to discuss and reflect on their behaviour. This will usually be with the member of staff who identified it and, where necessary, the Phase Leader, Deputy Headteacher or Headteacher. Parents will usually be verbally informed of this behaviour, ideally face-to-face, or via telephone. There is a clear process for investigating this behaviour and this can be found in appendix 1.

For the most serious behaviours, a child will miss at least one playtime and the Head Teacher will be involved. Again, parents will be verbally informed of this behaviour, ideally face-to-face, or via telephone. Parents may also be called in to school to discuss their child's behaviour.

## **Persistent behaviour difficulties**

Where a child may have persistent difficulties in following the school rules and expectations, then an **Individual Support Plan** will be drawn up alongside parents, class teachers and a senior member of staff, for example the SENCo. ISPs set out the agreed support to improve behaviour and the sanctions agreed. An example of an ISP can be found in Appendix 2.

The School expects the pupil and the parents to be active participants in this plan. The school will consider any Social, Emotional and Mental Health Difficulties or Special Educational Needs / Disabilities the child may have within this plan

## **Disputes between peers**

When disputes arise, all children involved should be given the opportunity to explain their case without interruption. They should be encouraged to find a solution. No blame should be attached to one child more than another until all the facts have been determined.

Where appropriate, each child should be asked to apologise after disputes. Time needs to be put aside to repair and rebuild.

## **Racist, sexist, homophobic or discriminatory behaviour**

The school takes a zero tolerance approach to any kind of discriminatory behaviour, including that related to race, gender or sexuality. The Discovery School is proud to be an inclusive environment that proactively addresses inclusion and diversity through our curriculum. Our Diversity Council take the lead in ensuring that every child feels welcome here and has the opportunity to be the best that they can be. Staff run regular assemblies to promote difference, educate about disability, race and culture and how to tackle discrimination if they see it. The school runs a range of support programmes and interventions to prevent bullying, racism and other forms of discrimination.

No member of our school community should accept any kind of racist, homophobic or discriminatory behaviour. The School's Safeguarding policy sets out how we deal with child-on-child abuse, including related to gender, sexuality or race.

Any incidents of racist, homophobic or discriminatory behaviour must be reported to a member of the Senior Leadership Team. A reporting form must be completed. All reported incidents will be monitored and reported to the Governing Body so that any patterns of behaviour or future learning can be ascertained.

## **Bullying**

The Discovery School is committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children or between young people will be tolerated. More details can be found in the School's [Anti-bullying Policy](#), which should be read alongside this Behaviour Management Policy. We recognise that despite our best endeavours, bullying can happen to anyone. Staff will always challenge practice or behaviour which does not uphold the values of tolerance, non-discrimination and respect towards others. Any reported incidents will be sensitively and thoroughly investigated and where appropriate, sanctions applied in line with this policy document.

## **Assemblies**

Assemblies are a 'special' time of the day. They are an opportunity for us to gather as a whole school, celebrate success and reflect on important issues. As such the highest standard of behaviour will be expected at all times. Classes must line up in silence in the classroom before walking respectfully to the hall, and must sit in the hall in the same manner. Children talking in assembly will be moved and spoken to about their behaviour. Repeat offenders will lose their break time.

## **Behaviour at Break times and Lunchtimes**

Expectations for good behaviour will be maintained during break times and lunchtimes. In order to achieve this, Lunchtime Supervisors receive training in the principles of assertive behaviour management and support from the Headteacher, Deputy Headteacher, Key Stage Leaders and teaching staff as required. Our Lunchtime Supervisors adhere to the principles of ProACT and the three step approach (Proactive/Active/Reactive).

Additional acceptable sanctions for break times and lunchtimes:

1. verbal warning to include reminder of expectations
2. withdrawal from game
3. verbal or written apology where necessary
4. isolation or 'time out'
5. removal from playground – brought to Class Teacher /Key Stage Leader / Deputy / Headteacher

If problems with individuals persist, Lunchtime Supervisors will record names and incidents using a 'behaviour incident form' and the Deputy / Headteacher will be informed. Parents of children who are repeatedly recorded using these forms will be contacted to discuss their child's behaviour.

Particularly good behaviour will also be recorded and reported. Lunchtime Supervisors will be able to award Value Points and Behaviour Awards where behaviour is seen to be outstanding.

## **Off-site behaviour**

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises, for example, when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable.

Therefore, sanctions may be applied where a pupil has misbehaved off-site when representing the School. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Confiscation**

Any prohibited items deemed to be dangerous or harmful found in pupils' possession will be confiscated. These items will not be returned to pupils and where required, appropriate guidance from external agencies will be taken.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Physical Restraint**

Members of staff will always endeavour to use the PROACT three step approach to supporting pupils in crisis or those with significant SEMH difficulties, prioritising proactive and active steps to avoid crisis. Where a child's behaviour constitutes a risk to themselves or others, the school will complete a thorough risk assessment and develop a support plan that sets out the steps the school will take to support a child. This may also include a PROACT SCIPr crisis management plan which will set out a clear plan of any physical intervention that may be required to support the child. This plan will be agreed with parents (and the child, where appropriate).

A member of the School's PROACT SCIPr team will write and lead on any physical intervention plan. Any member of staff involved with planned physical intervention will have completed the PROACT SCIPr full course and be accredited practitioners.

In the unlikely event that a pupil's behaviour presents a risk of causing significant danger to themselves or to others, any pupil may be restrained and/or physically moved to safety in accordance with Kent/DCSF Guidelines for Physical Restraint. (See appendix 2 for recording form)

### **Special Educational Needs and Disabilities (SEND)**

The school recognises its legal duties under the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs, disabilities or other protected characteristics.

For some children there may be a specific social, emotional or mental health difficulty that will impact on their ability to meet the behaviour expectations of the school environment. In these cases, the school's SENCo would be engaged to work with class teachers and parents to ensure that this policy can be fairly applied to them considering their difficulties. In these incidences, it is likely that the child is placed on the school's special needs register. Further information on how the school supports children with social, emotional and mental health difficulties can be found in the [SEND](#) policy.

The school has access to a number of agencies that can support them (and families) to positively manage a child's difficulties and provide us with advice on and recommend strategies, interventions or therapeutic approaches that would be appropriate. This may include but is not limited to: Specialist Teachers, our Educational Psychologist and the Early Help team. School staff are trained in implementing a range of evidence based interventions to support behaviour, including CBT, Zones of Regulation, Incredible Five Point Scale. We also have access to our own Family Liaison Officer who can work with children and signpost parents to further support.

The school will carefully consider and plan transitions for those with SEND or identified SEMH / behavioural difficulties. This includes transitions in year and onwards to other schools.

Additional support for children with identified difficulties would be detailed in a provision plan or ISP which would be jointly developed with parents. We would agree long term outcomes and ensure that provision is regularly reviewed to evaluate its impact and effectiveness. The school will always make reasonable adjustments for those with identified disabilities.

It is important to acknowledge that children with specific identified social, emotional and mental health difficulties will require a more sensitive and individualised approach and that this policy will be adapted to accommodate these needs.

### **Suspension and Permanent Exclusion**

Extremely serious or persistent misconduct may result in a pupil receiving a fixed term suspension or permanent exclusion from school. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

The final sanction the school has available to deal with the most severe behaviour is permanent exclusion. This may be used as a result of all other interventions being applied and having failed and the pupil persisting in inappropriate behaviour or for any single incident considered serious enough to warrant permanent exclusion.

Any decision to suspend or permanently exclude a pupil will be made by the Headteacher only and in accordance with the DfE statutory guidance, [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(July 2022\)](#)



If the Headteacher suspends or permanently excludes a pupil they must, without delay, notify parents verbally of the period of the suspension or permanent exclusion and the reason(s) for it.

The following information should also be provided in writing:

- the reason(s) for the suspension or permanent exclusion
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent
- parents' or carers' right to make representations about the suspension or permanent exclusion to the Governing Body
- how any representations should be made; and
- where there is a legal requirement for the Governing Body to consider the suspension or permanent exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information above can be provided by delivering it directly to the parents/carers, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents/carers have given written agreement for this kind of notice to be sent in this way.

At the same time, the Headteacher must, without delay, notify the Governing Body of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term;
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test

The Headteacher must also notify the Local Authority of any permanent exclusions or school suspensions, regardless of the length of the suspension.

The Governing Body has a duty to consider parents' and carers' representations about a suspension or permanent exclusion.

The requirements on a Governing Body to consider the reinstatement of a suspended or permanently excluded pupil depends upon a number of factors:

- If it is a permanent exclusion;
- If it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term;
- If it would result in the pupil missing a public examination or national curriculum test

(See Appendix 4)

It is important that during a suspension, pupils still receive their education. The School will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. For a suspension of more than five school days, the Governing Body must arrange suitable alternative full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension.

For permanent exclusions, the Local Authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place.

Following any suspension, and before the child is re-admitted to school, a reintegration meeting between the parents/carers and the School will be arranged.

The purpose of the reintegration meeting is to:

- Offer the pupil a fresh start;
- Help them understand the impact of their behaviour on themselves and others;
- Teach them to how meet the high expectations of behaviour in line with the School's culture;
- Foster a renewed sense of belonging within the school community;
- Build engagement with learning; and
- Discuss strategies and a way forward to ensure that the offending behaviour is not repeated

A written record of the discussion, actions agreed and commitments to the agreed plan, by both the parents/carers and the School, will be made. One copy will be kept within the School's records, one copy will be kept in the child's Pupil File and one copy will be sent to the parents/carers.

### **The Role of Parents / Carers**

Parents/carers have a vital role to play in their children's education. The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus and expectations are set out within the School's Home/School Agreement. We expect parents/carers to read these and support them. We also expect parents/carers to support their child's learning, and to co-operate with the School. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately either face to face or by phone if we have concerns about their child's welfare or behaviour.

### **The Role of Governors**

The Governing Body has the responsibility of setting out its Statement of Behaviour Principles, upon which this policy expands. The Governing Body has endorsed this policy and, with the Headteacher, will review its effectiveness annually. Together, they will ensure that the policy is administered fairly and consistently.

The named contact for this policy is: Miss Tina Gobell (Headteacher & Designated Safeguarding Lead).

### **Staff Development and Support**

The Discovery School provides extensive training for its staff (including lunchtime supervisors) in supporting positive behavioural development. All staff have been trained in the PROACT approach (including key staff with full PROACT training) and many staff have been further trained in managing behaviour, including trauma, attachment, de-escalation, supporting pupils with ADHD. A full list of staff training is provided on the SEND pages of the school website.

Staff can approach their line manager or a member of the senior leadership team if they feel that they require further training in managing behaviour. The school also provides professional Supervision for members of staff that deal with challenging behaviour, as well as debriefs following any significant behaviour incidents.

## **Complaints**

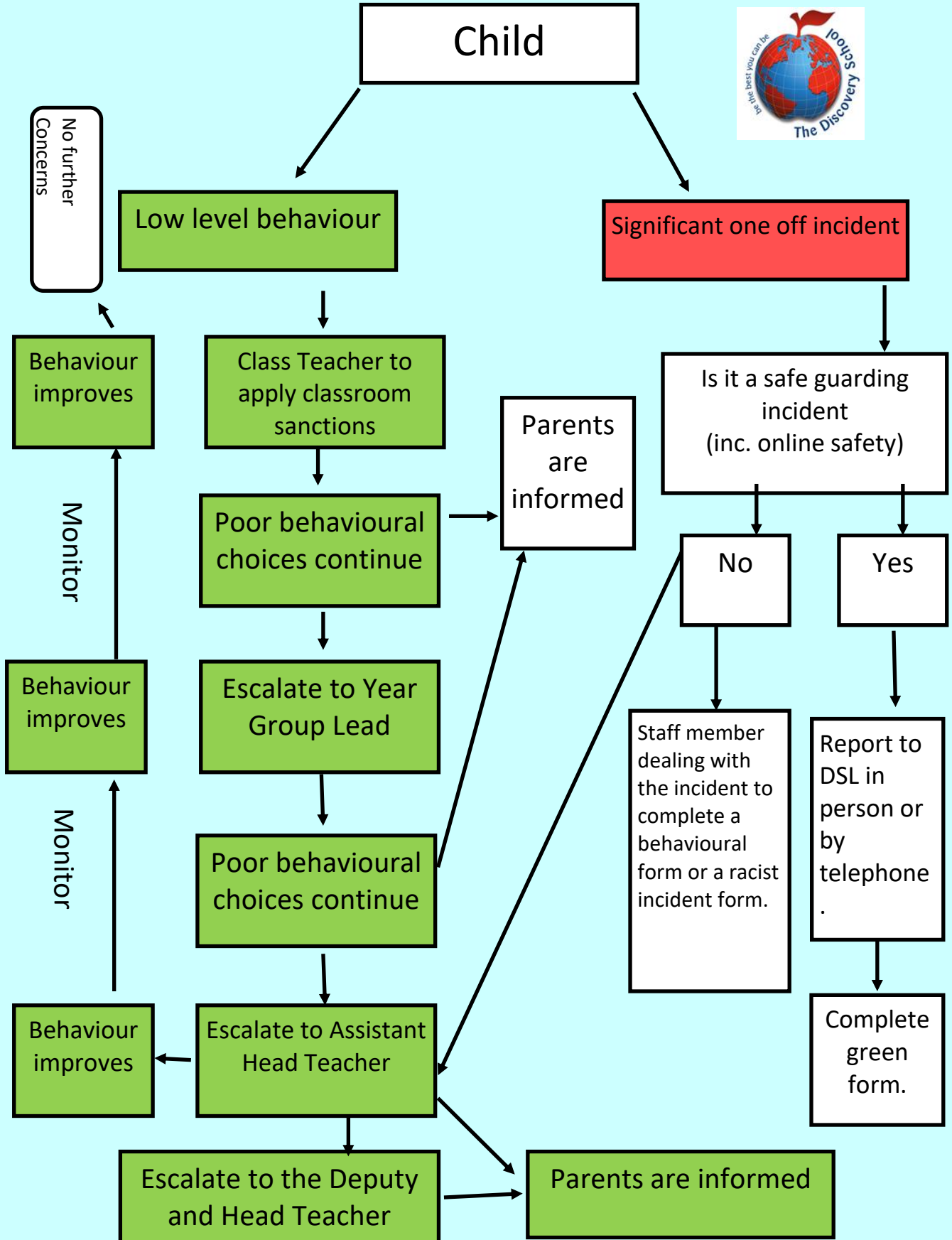
The school has a [Complaints Procedure](https://www.discovery.kent.sch.uk/about-us/policies/complaints-procedure/) available to parents, pupils and members of staff and visitors who wish to report concerns. This can be found on the school website.

<https://www.discovery.kent.sch.uk/about-us/policies/complaints-procedure/>

**Guidance for staff - behaviour escalation flow chart**

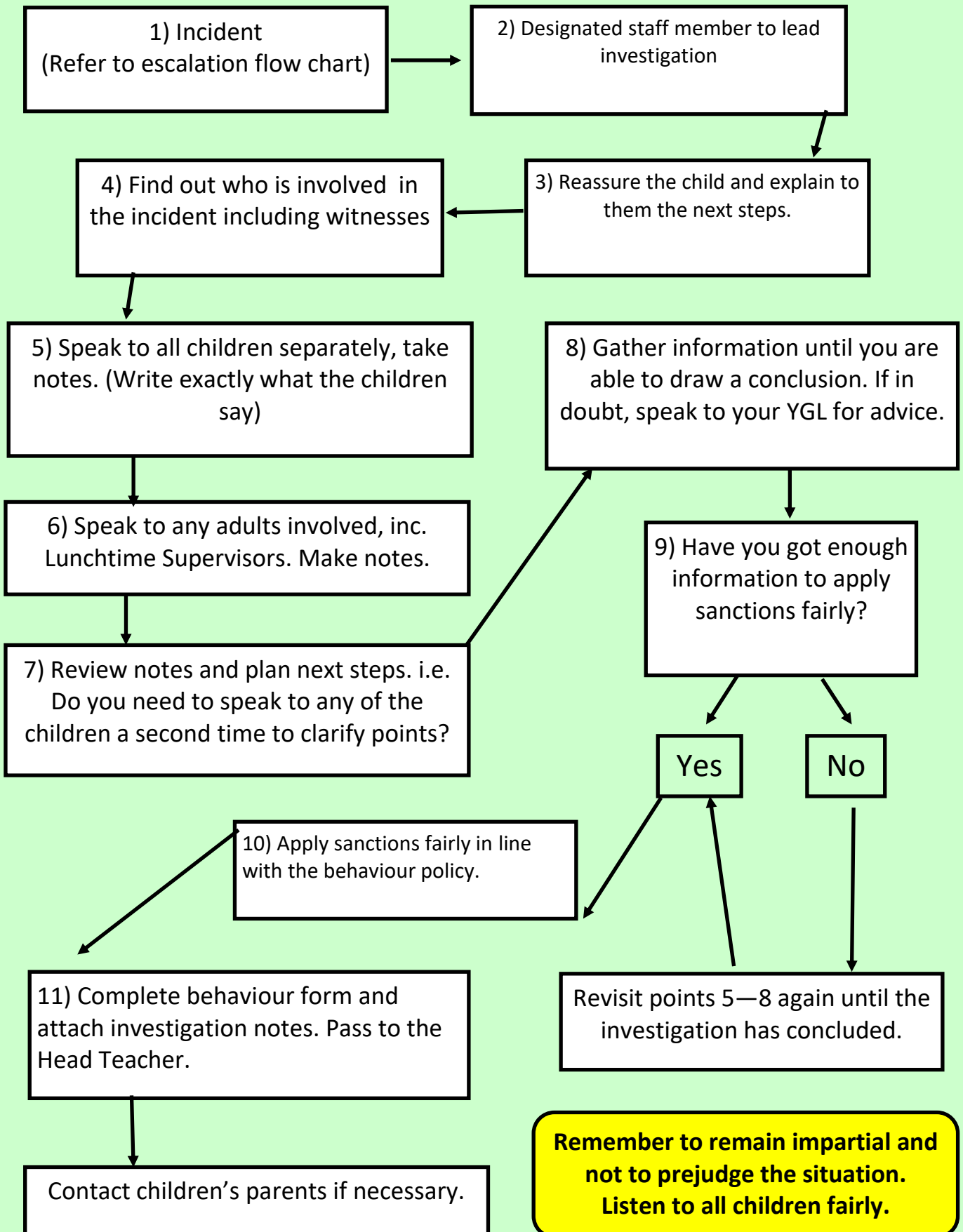


**At The Discovery School**



*Behaviour at any level should be investigated. Refer to investigation flow*

## Investigation Flow Chart



**Appendix 2: Use of Reasonable Force to control or Restrain Pupils: Incident record**

<b>Details of pupil or pupils on whom force was used by a staff member (name, class)</b>	
<b>Date, time and location of incident</b>	
<b>Details of any other pupils involved directly or as witnesses (include details of medical/SEN/ disability or other relevant information)</b>	
<b>Reason for using force and description of force used</b>	
<b>Any injuries suffered by staff or pupils or any first aid/medical attention required</b>	
<b>Reason for making a record of the incident</b>	
<b>Post incident support and any disciplinary action taken</b>	
<b>Details of contact with parents/Carers (Dates/times/views)</b>	
<b>Details of any information shared with other staff or external agencies</b>	
<b>Has any complaint been made (details to be recorded separately)</b>	
<b>Report compiled by:</b>	<b>Report countersigned by:</b>
<b>Name and Role:</b>	<b>Name and Role:</b>
<b>Signature:</b>	<b>Signature:</b>
<b>Date:</b>	<b>Date:</b>

## Appendix 3:

### The Discovery School



#### Proactive, active and reactive steps to support positive behaviour

**Proactive strategies:** adapt communication, change the learning environment, substitute skills, give teacher-led choice, positive praise, brain breaks, sensory breaks, structured/visual timetables and schedules, Now/Next cards, regular reinforcement, promotion of independence, strategic relationships, relaxation breaks.

**Active strategies:** Addressing immediate needs, redirection, distraction, offering a preferred item, lower demands, adapt environment, adapt interaction

**Reactive strategies:** strategic capitulation, stimulus change, evasion, redirection, adapt environment, physical intervention.

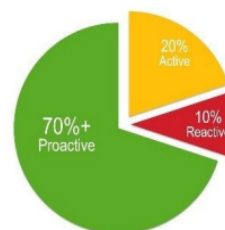
*(List not exhaustive)*

#### PROACT Model for Managing Positive Behaviour

**70%: Proactive:** communication, the environment, substitute skills, choice making, positive programming, opportunities for leisure, access to the community, structured timetables and schedules, reinforcement, praise, promotion of independence, relationships and relaxation.

**20 % Active:** Addressing immediate needs, redirection, distraction, offering a preferred item, lower demands, adapt environment, adapt interaction, teachable moments.

**10% Reactive:** strategic capitulation, stimulus change, evasion, redirection, adapt environment, calming, physical intervention.



## Appendix 4: A summary of the Governing body’s duty to review a Headteacher’s exclusion decision

