



DOWNHAM MARKET
ACADEMY

Downham Market Academy Behaviour Policy

2021-2022

Behaviour Policy 2021-22

Why we have this policy

Excellent behaviour in school is vital to enable all students to realise their potential. Students, parents, teachers, and governors have all made their views clear that effective learning takes place in an orderly environment. We expect students' behaviour to be always outstanding and our policy reflects the requirement for the highest standards so that all students can have the opportunity to do their best and all staff can work in a positive environment. We value learning too highly to spend time dealing with poor behaviour and we will not allow students to be unpleasant to any of their peers, members of staff or other members of our community. We acknowledge that students who persistently exhibit challenging behaviour require support to help them improve and our policy allows for this.

Aims of our Behaviour Policy

1. Students' behaviour will be outstanding, both in lessons and outside lessons; unsatisfactory behaviour will not be accepted at Downham Market Academy
2. To demonstrate our commitment to zero tolerance for behaviours including peer on peer abuse including Sexual Violence and harassment, abuse in intimate relationships between peers, bullying (including cyberbullying, prejudice-based and discriminatory bullying), physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, consensual and non-consensual sharing of nude and semi-nude images and/or videos over social media, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, upskirting (which is criminal offence) which involves taking a picture under a person's clothes without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, initiation/hazing type violence and rituals.
3. The behaviour of students who persistently behave poorly will improve through the provision of intensive support
4. At Downham Market Academy we have high expectations and standards for all students including those with additional needs such as SEND (Special Educational Needs and Disabilities) or those who are disadvantaged but that we will provide additional support and reasonable adjustment where appropriate

Unsatisfactory behaviour is subject to sanctions and is recorded on SIMS via EduLink so that parents are always aware of poor behaviour. Students who behave in an unsatisfactory way risk sanctions being implemented that could include loss of social time, an extended day and depending on the circumstances, they also risk fixed term exclusion (suspension) or permanent exclusion (expulsion) from the Academy.

Positive behaviour

At Downham Market Academy we believe it is imperative to promote good behaviour by recognising and celebrating the success and achievements of our students. We are committed to ensuring students are proud to contribute towards our ethos. Our rewards system aims to inspire students to be consistently motivated to achieve positive outcomes, both academically and pastorally by ensuring they are recognised and praised for positive behaviours and achievements, including:

- Excellent attitude to learning
- Excellent independent learning
- Academic achievement
- Citizenship
- Representing DMA (Downham Market Academy)
- Leadership
- 100% attendance

Students who consistently demonstrate positive behaviours will be rewarded with house points and these will contribute towards the following rewards:

Level	Points	Certificate	Prize (Examples, dependent on availability and subject to change if necessary)
Bronze	25	Bronze certificate in personal development time	Shortbread / Fruit pot
Silver	50	Silver certificate in year group assembly	Chips / Pizza / 1 week queue jump pass / Lunchtime in the games room
Gold	75	Gold certificate in year group assembly	1 month gym pass / 2 cinema tickets / 2 swim passes / Beauty bag / Sweet bag / Krushem / Football / Basketball
Platinum	150	Platinum certificate from a member of SLT	Hot chocolate & cake with a friend and SLT + £5 amazon voucher

In addition to this, student achievements and efforts are recognised with verbal praise, phone calls or emails home, postcard home, half-termly rewards assemblies, whole form rewards, house-based non-uniform days, award evenings and an end of year rewards trip

In class behaviour

Staff at Downham Market Academy invest time in building good relationships with students therefore building the right environment to enable students to make outstanding progress. Even when all these things are in place things will go wrong and students may well make the wrong choices. The table below explains the straightforward and consistent process which all staff follow so students work towards the same set of expectations whoever is teaching them.

Behaviour	Examples of Sanctions/actions
<p>Failure to meet expected standards</p>	<p>An after-school behaviour detention will be issued if:</p> <ul style="list-style-type: none"> • A student is not equipped for their lessons each day including, but not limited to pens, pencils, ruler, maths equipment, scientific calculator, iPad (charged), PE kit • A student chews gum; has their phone out of their bags for any reason; uses earphones, or air Pods etc. In addition, phones, air Pods and earphones will be confiscated and then collected, by the student, from reception at the end of the day. If there are subsequent incidents, a parent/carer will be expected to collect the item(s) from reception <p>A student does not follow uniform policy including excessive makeup or wearing jewellery</p>
<p>Late to school and late to lesson</p>	<p>All students that are late to school or late to lessons without good reason will have a lunchtime or an after-school behaviour detention</p>
<p>Challenging behaviour in lessons that disrupts the learning of others</p>	<p>First incident - Behaviour conversation/intervention</p> <p>Second incident - Teacher issues a 'formal warning' (see below) and lunchtime or a one hour after school behaviour detention</p> <p>Continued challenging behaviour causing disruption to the learning of others, following the teacher's behaviour interventions, a student may be removed to J1 and an extended detention arranged</p> <p>An IBP (Individual Behaviour Plan) may be put in place as a supportive measure</p>
<p>Challenging behaviour outside of lessons e.g., on the way to lessons or during social time</p>	<p>HOY or Assistant Headteacher – Pastoral to arrange sanction dependant on level of challenging behaviour. Sanctions could include a single or multiple lunch time detention and/or after school behaviour detention</p> <p>An IBP (Individual Behaviour Plan) may be put in place as a supportive measure</p>
<p>Defiance</p>	<p>For example: Refusal to attend a lesson; refusal to wear the correct uniform; refusal to complete a sanction (attend a detention or J1); smoking; refusal to hand over a banned item such as a mobile phone</p>

	<p>Sanctions may include, depending on the severity and frequency of issues: lunchtime, after school or extended after school detentions; support in B1; managed move; suspension (fixed term exclusion) or expulsion (permanent exclusion) in extreme cases where the impact on the learning or welfare of other students or staff is negatively affected</p> <p>Support will be implemented, either using internal resources or in collaboration with external agencies as necessary where defiance is persistent</p>
<p>Incidents of alleged peer on peer abuse, including (but not limited to)</p> <ul style="list-style-type: none"> • Sexual Violence and harassment • Abuse in intimate relationships between peers • Bullying (including cyberbullying, prejudice-based and discriminatory bullying). • Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. • Consensual and non-consensual sharing of nude and semi-nude images and/or videos over social media • Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party • Upskirting (which is criminal offence) which involves taking a picture under a person’s clothes without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm • Initiation/hazing type violence and rituals. 	<p>Student may be sent to Isolation Room by the HOY/ Assistant Head - Pastoral whilst a full a full investigation takes place. Eastern Learning Alliance procedures will be actioned as part of the investigations</p> <p>Where appropriate the Academy will work with our assigned police officer from the Safer Schools Partnership</p> <p>In line with DMA and Athena’s Safeguarding Policy we have a zero tolerance for these incidents.</p> <p>Sanctions could include detentions, removal from the lesson to J1, B1, Fixed Term Exclusion (suspension), Managed Move or Permanent Exclusion (expulsion)</p> <p>At Downham Market Academy and Athena Sixth Form College we minimise the risk of peer of peer abuse by ensuring that our students are aware that we will act promptly and on incidences and involve outside agencies when appropriate. All students whether victims, perpetrators, or witnesses of peer-on-peer abuse are supported by the pastoral teams, by outside providers, by the family support process, the safer schools partnership or where appropriate social care and or police.</p> <p>The DSL will respond to any concerns related to peer-on-peer abuse in line with guidance outlined in DfE ‘Keeping Children Safe in Education’ 2021 and Ofsted Review of Sexual Abuse in School and Sixth Form Colleges and Colleges. We will ensure that all concerns, discussions, and decisions reached are clearly recorded and any identified actions are followed up. All incidents will be recorded on ‘My concern’ which is our safeguarding recording system and a referral to CADS (Childrens Advice and Duty Service) may be appropriate</p> <p>Bullying - Further information can be found in DMA Anti-bullying Policy which is can also be found on our website</p>
<p>Profoundly serious one-off incident, including (but not limited to) carrying of weapons or being in possession of or distributing recreational drugs; smoking in school uniform; smoking on school site; bringing the Academy into disrepute in the community; serious assaults</p>	<p>Sanctions may include detention, B1, fixed term exclusion (suspension), managed move, an IBP, or PSP will be put in place</p> <p>If there is a concern that a student, make be in possession of cigarettes, vaping equipment, lighters, matches, recreational drugs, weapons of any kind a search or any materials that may cause concern a search will be undertaken by two members of staff, one will be a member of SLT. This information will be uploaded to ‘My Concern’ as safeguarding concern. Please see Search Protocol in Appendix 1.</p>

	<p>An expulsion (permanent exclusion) will be considered for profoundly serious one-off incidents including (but not limited to) serious assaults; bringing weapons, drugs or other items or substances onto the Academy site that are a risk to the health and safety of the individual and/or other students; bringing the Academy into disrepute in the community.</p> <p>An expulsion (permanent exclusion) will also be considered for persistent defiance where all other avenues of support have been exhausted</p>
<p style="text-align: center;">Malicious allegations</p>	<p>Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.</p> <p>Where a pupil makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy as a 'profoundly serious incident'.</p> <p>In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the academy (in collaboration with the Local Authority designated officer, where relevant) will consider whether the student who made the allegation needs support, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.</p> <p>The Academy will also consider the pastoral needs of staff and students accused of misconduct.</p> <p>Please refer to the DMA safeguarding and child protection policy for more information</p>

The Academy will always inform parents if a student has been placed in detention after school, this message will be sent through Edulink to the parent and student. If the student cannot attend the allocated date, the detention can be rearranged by contacting 01366 389158 or by emailing behaviour@dma.tela.org.uk. All administration (including recording of unsatisfactory behaviour, contacting parents, setting, and ensuring completion of detentions) for whole school sanctions is completed by a member of support staff for consistency. Teachers should e-mail behaviour@dma.tela.org.uk when a whole school sanction is required, briefly outlining the reason(s) for the sanction so that parents can be informed.

Notes

Having a 'behaviour conversation'

The teacher will begin by saying "We are having a behaviour conversation..." and will then be clear about what the student is doing that is disturbing the learning of others and what the student needs to subsequently do to improve their behaviour

The teacher will explore why the student is disrupting learning e.g., seating plan, SEN, reading age, literacy, medical conditions and provide intervention to support the student to make the right choices e.g., move seats, more scaffolding, peer support, guided group work, 1:1 support

Issuing a 'formal warning'

A student should only be issued with a 'formal warning' if they are significantly disturbing the learning of others in the lesson. The language a teacher uses should be similar to: "You are significantly disturbing the learning of others and I am issuing you with a formal warning which means you will have an end of day detention. If you continue to significantly disrupt the learning of others by (insert example), you will be sent to the Isolation Room." When a formal warning is issued, the teacher must send an e-mail to

behaviour@dma.tela.org.uk briefly outlining the reason(s).

Removal from lessons to J1

If a student continues to significantly disrupt the learning environment, the teacher contacts behaviour team to let staff know that a student will be arriving at J1. If a student refuses to leave the lesson, the teacher sends an email to help@dma.tela.org.uk to inform the member of staff conducting a learning walk and that member of staff will remove the student and escort them to J1

No debate on poor behaviour / sanctions

Teachers should not debate poor behaviour/sanctions with students. Where a student is argumentative, the teacher will give a clear choice by asking, "Are you choosing not to follow my instructions?" If the student says 'yes' or continues to argue, this will be treated as defiance and the student should be removed to J1

Challenging students where there is uniform or equipment issues

All staff are required to challenge students where there are uniform issues whenever you see them during the school day, in lessons and in social areas. If a student cannot wear the correct uniform for any reason, the parent/carer must provide their child with a note on the first day explaining the problem and the date by which their child will be back in correct uniform. The child must show this note to their tutor and the tutor will make the HOY aware who may contact parent/carer to discuss. The student will be expected to borrow uniform from the school to wear in the short term until parents/carers can rectify the problem.

Where a parent is unable to rectify the uniform or lack of equipment issue due to financial hardship, the Academy may be able to provide financial support, and this should be discussed with the Head of Year.

Students with extreme hairstyles or inappropriate piercings may be required to spend an extended period in J1 until the issue is resolved.

What happens in J1, B1 and after school detention

Students in J1 complete work in subjects whose lessons they are missing because of their poor behaviour. Staff supervising B1 will email teachers with a list of students who are working there so that appropriate work can be set. Heads of Subject are responsible for ensuring that appropriate and up to date work is always available. Students completing an after-school detention will complete schoolwork, read a book, or support staff in maintaining the school environment, for example litter picking.

Students will hand over their phone as they arrive at J1 or B1, and they will work in silence. Students will work in silence whilst in detention.

A student will not be sent back to a lesson from which they were sent to J1.

Authorising isolation in B1 and fixed term exclusion (suspension)

An isolation takes place in B1. A fixed term exclusion (suspension) is a serious sanction and involves the student being excluded (suspended) from the Academy premises for a set period, for example one day. Only the Assistant Headteacher – Pastoral can authorise isolation in B1, a fixed term exclusion (suspension) for a serious incident of poor behaviour, will be discussed by Assistant Head -Pastoral discussion with the Head of School.

Individual behaviour plans (IBPs) and Pastoral Support Programmes (PSP) – Intensive support for challenging behaviour

IBPs

These are used to support students to change their behaviour when their behaviour is continually challenging.

A student is given a report which has 3 targets that are specific to the student and a teacher marks the report with either a “Y” for meeting the target in the lessons or “N” if they do not. The Tutor/ HOY or Assistant Headteacher - Pastoral will look at this each day and they will update parents at least once a week. The IBP is reviewed regularly.

- An IBP1 (yellow report) may be used by a tutor to support a student where they have been in detention regularly and/or they have emerging needs because they are exhibiting defiant or disrupting behaviour.
- An IBP2 (orange report) may be used by a HOY to support a student where they have emerging or more persistent needs because they are exhibiting regular defiant or disruptive behaviour.
- An IBP3 (red report) may be used by the Assistant Headteacher - Pastoral to support a student who is exhibiting persistently challenging behaviour and is regularly disrupting the learning of other students.

PSPs (Pastoral Support Programme)

A PSP is a Pastoral Support Programme which lasts for a maximum of 4 weeks. It involves a student being set targets to achieve, each teacher writing a comment on whether the targets have been met at the end of a lesson and Assistant Headteacher – Pastoral reviewing these with the student at the end of the school day. A student on a PSP is in danger of being permanently excluded from the Academy. They will be closely monitored and will be given appropriate support to help them be successful in meeting the PSP targets that will be set. If a student has a fixed term exclusion, they will go onto a PSP on return to the Academy.

- Clear and specific targets will be set for the PSP
- PSPs will be formally reviewed at 2-week intervals. Parents will be invited to the review meetings. We may decide after a review to suspend the PSP if targets are being met. Evidence for the PSP will be gathered on daily report cards which the student is responsible for maintaining and bringing to school every day.
- If the student exhibits high level challenging behaviour which is recorded on the card, an emergency review of the PSP may take place. The Academy will decide on whether this should happen. The outcome of an emergency review is that it will be deemed that the student has failed their first PSP.

B1

B1 is utilised for serious one of incidents or persistent challenging behaviour. Staff, including teachers and support staff, will work with the student either 1:1 or as part of a small group to support their learning whilst working with them to improve the challenging behaviour issues they are exhibiting. This work may include anger management, art therapy and concentration skills. Depending on the students need this may be for 1 day or for longer periods for more serious incidents.

Staff - behaviour support and improving practice

The academy undertakes regular all staff training to improve practice and how to support students who exhibit challenging behaviour and vulnerable students, both proactively and reactively. The pastoral team supports individual incidences and individual training is offered by Assistant Headteacher – Pastoral, who has responsibility for behaviour, where appropriate or requested. The Curriculum Leaders have regular meetings with their teams and offer specific support with improving practice and planning to prevent challenging behaviour in lessons. A member of the Senior Leadership Team or a Head of Year is on 'Learning Walk' at all times during the academy day and can be called to a classroom to support with behaviour and remove students where necessary.

Additional Guidance

- The Academy reserves the right to withhold the privilege of any student to take part in organised extra- curricular activities (including sport, music, drama, trips) if behaviour has been unsatisfactory
- Issues related to failure to complete homework and attendance and punctuality appear in the Homework Policy and in the Attendance and Punctuality Policy
- Further detail on misuse of technology can be found in the Acceptable Use Policy
- The Academy believes a restorative approach is often highly effective in preventing further challenging behaviour so where seriously challenging behaviour or repeated low-level disruption occurs, students will take part in restorative meetings with other affected (students, staff, or other adults). These meetings will always be supervised so that everyone can have the opportunity to speak and be listened to

Conduct at Athena Sixth Form College

It is expected that all conduct will be exemplary. If these expectations are not met, a period of enhanced support will be implemented. Key indicators of expectations not being met are assessment grades, record of attendance/punctuality, inappropriate dress or significant concern raised by staff from the Academy. Academic support must be initially offered through departments; this may take the form of additional lessons, monitoring or other departmental intervention. Parents are informed when students are performing significantly below their potential grade. At Athena Sixth Form College, success for students stems from an understanding from parents, students, and teaching staff of their individual responsibilities. Students will be monitored, for an assessment cycle, if there are significant concerns across subjects. Support will be given through increased Enhanced Learning and after hour sessions; additional support will be implemented through a bespoke learning contract. Adjustments to timetables will be made in line with the alternative program criteria. Repeated failure to engage with the support that is being offered and no reasonable improvements made will result in students losing their place at Athena Sixth Form College. All students' eligibility for Year 13 entry will be decided based upon end of year assessments. In the rare event that a student loses their place at Athena Sixth Form College, both the student and their parents are entitled to appeal through the ELA complaints procedure.

Ratified by Governors 31 August 2021 next to be reviewed August 2022

Appendix 1



Search protocol

This guidance has been constructed in consultation with advice from the Department for Education as outlined in the document "Search, screening and confiscation" (January 2018).

Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. This means that students have the right to expect a reasonable level of personal privacy if a search is conducted.

Downham Market Academy staff will adhere to the guidance within the document which is summarised below.



The Academy is not required to inform parents before a search takes place or to seek their consent to search their child. Authorised Academy staff can search students for any item, banned or not, if the student consents to the search.

Headteachers and authorised staff have the power to search students and their belongings for banned items (knives & weapons, alcohol, illegal drugs, stolen items, tobacco & cigarette papers, fireworks, pornographic images or any other item that could be used to commit an offence, cause injury to a person or damage to property) without the student's consent where there is reasonable grounds for suspecting that they have a banned item with the following conditions:

- Only authorised staff will carry out searches of students and their belongings namely, members of the Senior Leadership Team or Heads of House / Year. All searches will have at least one member of the Senior Leadership Team present to either conduct the search or bear witness to it.
- A search will be carried out by a member of staff the same sex as the student and with another adult as witness. This will be out of sight of other students. In extremis, a search may be carried out by a staff member of the opposite sex and/or without a witness present but only where there is reasonable belief that there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff
- Students can be asked to remove outer layers of clothing. This includes the coat, hoodie, blazer, hat, tie, shoes. Under no circumstances should a student be asked to remove the shirt, trousers or skirt
- Students can be asked to empty their trouser pockets but staff will not do this
- Staff can ask students to empty their bags or coat pockets, alternatively staff can do this themselves
- A search will be carried out in the presence of the student unless there is significant risk that serious harm would be caused if the search is not conducted immediately without the student
- If a banned item is found, it must be confiscated and not returned to the student. It must be secured in an envelope/bag with a contents list signed and dated by the member of staff and the student to acknowledge what was taken. This must then be passed to Sue Campbell.
- Academy staff can confiscate any item they consider to be harmful or detrimental to Academy discipline

If any search is conducted, the following form must be completed and submitted to Sue Campbell on the same day that the search took place. A record of the search must be logged on My Concern and a copy of the completed document uploaded.

If any banned items are found, Academy staff will notify the parents and deal with this as outlined in the Academy Behaviour Policy.



Student Search

Name		Year		House	
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Date		Staff		Location	
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Nature of concern	
Items found	
Items confiscated, sealed in an envelope and passed to SCL	

Staff*		Witness*		Student	
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* At least one of which must be a member of the Senior Leadership Team