



DOWNHAM MARKET
ACADEMY

Behaviour Policy 2023-2024

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| Ratified by Governors | 5 July 2023 |
| Due for review | July 2024 |

1. 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 a calm environment where everyone feels valued and safe. We expect students' behaviour to be 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 and students 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.

2. Aims of our Behaviour Policy

- i. Students' behaviour will be outstanding, both in lessons and outside lessons; unsatisfactory behaviour will not be accepted at Downham Market Academy
- ii. To underpin our commitment to zero tolerance of behaviours that negatively impact on the wellbeing of other students and staff, this will include, but not be limited to: child on child abuse; abuse in intimate relationships between students ; all forms of bullying; physical abuse or 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; up skirting (which is criminal offence); initiation/hazing type violence and rituals.
- iii. The behaviour of students who persistently demonstrate inappropriate or unsatisfactory behaviour will improve through the provision of intensive support from staff at Downham Market Academy, colleagues from other agencies or through signposting to appropriate self-help strategies.
- iv. 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
- v. Unsatisfactory behaviour is subject to sanctions and is recorded on SIMS via EduLink so that parents and carers are always aware of any incidents. 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 suspension or permanent exclusion.
- vi. Any instance of poor behaviour should be seen as an opportunity to learn and there will be reflective or restorative activities implemented as appropriate to support improvements in the future.

3. Outstanding behaviour, attitudes, contributions and achievements

- i. At Downham Market Academy we believe it is imperative to promote outstanding behaviour, attitudes, contributions and achievements by recognising and celebrating the success of our students. We are committed to ensuring students are proud to contribute towards our shared values. 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 behaviour, attitudes, contributions and achievements.
- ii. Student achievements will be recognised with verbal praise and telephone calls, emails or postcards home to parents/carers.

- iii. Staff will award House Points to students that will contribute towards a personal tally and when certain thresholds are reached under each of our shared values, this will be recognised with specific rewards.
- iv. House points will also contribute towards group tallies where whole House teams are rewarded

4. When behaviour does not meet our high expectations

- i. Staff and students at Downham Market Academy invest time in building good relationships therefore creating the right environment to enable students to make outstanding progress. Even when all these things are in place things may go wrong from time to time 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 |
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| Challenging behaviour in lessons that disrupts the learning of others | <ul style="list-style-type: none"> First incident – The teacher will explain to the student why their behaviour is unacceptable and how to change it, this is a behaviour conversation. Following the conversation, the teacher will make the student aware of the formal issuing of a behaviour conversation. Second incident - Teacher issues a 'formal warning' (see below) and either a lunchtime or a one hour after school behaviour detention Continued challenging behaviour causing disruption to the learning of others, following the teacher's behaviour interventions, will result in the student being removed from lesson and an extended detention arranged An IBP (Individual Behaviour Plan) may be put in place as a supportive measure If a student has been issued with two or more Formal Warnings and/or been removed from lessons twice or more within a two week period, that student will spend a day in the Isolation Room to complete at Internal Exclusion. This will include all social times. |
| Challenging behaviour outside of lessons e.g. on the way to lessons or during social time | <ul style="list-style-type: none"> Heads of House will arrange a sanction dependent on the level and frequency of the behaviour which could include a single or multiple lunch time detention and/or after school behaviour detention as well as restorative work An IBP (Individual Behaviour Plan) may be put in place as a supportive measure |
| Failure to meet expected standards | <p>An after-school behaviour detention will be issued if:</p> <ul style="list-style-type: none"> A student does not follow uniform policy including excessive makeup or wearing jewellery. In addition, these items will be confiscated, and a parent/carers will be expected to collect the item(s) of jewellery from Reception. A student chews gum or eats in the classroom A student has their phone out of their bags for any reason or uses earphones/air Pods etc. whilst on the school site, this includes lesson time, social time and at the start and end of the school day. In addition, these will be confiscated, and a parent/carers will be expected to collect the item(s) from Reception. <p>Section 94 of the Education and Inspections Act 2006 states that where a teacher disciplines a student by confiscating an item, neither the teacher nor the school will be liable for any loss or damage to that item</p> |

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| Late to school and late to lesson | All students that are late to school or late to lessons without good reason will have a lunchtime or an after-school behaviour detention. If a student is frequently late to school or lesson the Personal Tutor or Head of House will monitor very closely and provide appropriate support and challenge to improve punctuality. |
| Defiance | <ul style="list-style-type: none"> For example: refusal to attend a lesson; truancy; continual refusal to wear the correct uniform; refusal to attend a detention or the Removal Room; refusal to hand over a banned item such as a mobile phone; regularly arriving to school not equipped for their lessons which could include, but is not limited to pens, pencils, ruler, maths equipment, scientific calculator, iPad (charged), PE kit Sanctions may include, depending on the severity and frequency of issues: a single detention or series of detentions at either lunchtime or after school; isolation; an extended period of working in Beech House; managed move; suspension. This will be decided by staff at the Academy. Where the impact on the learning or welfare of other students or staff is negatively affected in a one-off serious incident or through a culmination of many instances, a permanent exclusion will be considered Support will be implemented, either using internal resources or in collaboration with external agencies as necessary. Students and parents/carers will be signposted towards appropriate self-help resources |
| Smoking, Vaping, drinking alcohol, energy drinks and recreational drugs | <ul style="list-style-type: none"> To support the physical and mental wellbeing of our students, the possession or use of tobacco, vapes, alcohol and energy drinks or recreational drugs in school, on the school bus this will be deemed as a serious incident. In the first instance the student will be isolated for one day and an intervention will be completed to educate the student on the risks. If there are repeated incidents the student will be suspended and/or will spend time out of mainstream lessons and social time in the Beech House for an allocated time. If the use of these substances continues a managed move or permanent exclusion will be considered. Items will be confiscated and be disposed of; they will not be returned. If a student is in possession of recreational drugs or has been using recreational drugs in school, on the school bus or whilst wearing school uniform, this will be deemed as a serious incident. A suspension or permanent exclusion will be considered If there is a concern that a student, make be in possession of banned items including (but not limited to) cigarettes, vaping equipment, lighters, matches, recreational drugs, weapons of any kind, the student will be searched according to the protocol included in Appendix 1. Parents/carers will be informed of any search |
| Incidents of alleged child on child abuse, including (but not limited to) <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, | <ul style="list-style-type: none"> At Downham Market Academy and Athena Sixth Form College we minimise the risk of child-on-child abuse by ensuring that our students are aware that we will act promptly and on incidences and involve outside agencies when appropriate. Student may be removed from lessons whilst a full investigation takes place. Trust (the Eastern Learning Alliance) procedures will be actioned as part of the investigation Where appropriate the Academy will work with our assigned police officer from the Safer Schools Partnership In line with the Safeguarding and Child Protection Policy we have a zero tolerance for these incidents. Sanctions may include, depending on the severity and frequency of issues: a single detention or series of detentions at either lunchtime or after school; isolation; an extended period of working in Beech House; managed move; suspension. This will be decided by staff at the Academy. Where the impact on the learning or welfare of other students or staff is negatively affected in a one-off serious incident or through a culmination of many instances, a permanent exclusion will be considered All students whether victims, perpetrators, or witnesses of child-on-child abuse are supported by the pastoral team; outside providers including Norfolk Children's Services; the safer schools partnership police officer |

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| <p>or otherwise causing physical harm.</p> <ul style="list-style-type: none"> • 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 • Up skirting (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. | <ul style="list-style-type: none"> • The Designated Safeguarding Lead will respond to any concerns related to child-on-child abuse in line with guidance outlined in the DfE document 'Keeping Children Safe in Education' (2023) and Ofsted 'Review of Sexual Abuse in School and Sixth Form Colleges and Colleges' (2021). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are taken • All incidents will be recorded on 'My Concern', the electronic system used to record all concerns of a safeguarding nature and a referral to the Children's Advice and Duty Service may be appropriate • Further information can be found in DMA Anti-bullying Policy that is can be found on our website |
| <p>Rudeness, disrespectful behaviour or verbal abuse towards staff</p> | <ul style="list-style-type: none"> • This is not acceptable under any circumstance; will not be tolerated and will be taken very seriously. • Students will be isolated for a minimum of one day, to include all social times and an after school detention. If severe the student may be moved, for an extended time, into Beech House or face a suspension. • In a one-off serious incident or through a pattern of many instances, a permanent exclusion will be considered |

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| 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 | <ul style="list-style-type: none"> • Sanctions may include, depending on the severity and frequency of issues: ; isolation; an extended period of working in Beech House; managed move; suspension. This will be decided by staff at the Academy. • If there is a concern that a student, make be in possession of banned items including (but not limited to) cigarettes, vaping equipment, lighters, matches, recreational drugs, weapons of any kind, the student will be searched according to the protocol included in Appendix 1. Parents/carers will be informed of any search. • A Permanent Exclusion from the Academy 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. • In a one-off serious incident or through a pattern of many instances, a permanent exclusion will be considered |
| Malicious allegations | <ul style="list-style-type: none"> • 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. • 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'. • 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 |
| Using social media to incite or publicise violent, dangerous or anti-social behaviour. | <ul style="list-style-type: none"> • If a student is using social media to incite or publicise violent, dangerous or anti-social behaviour appropriate actions may include a suspension and permanent exclusion may be discussed |
| Persistent disregard for expectations and repeated misconduct under any of the headings above | <p>A student's place at Downham Market Academy is under threat and education in an alternative setting will be considered. This could be a prolonged provision in Beech House; a managed move to another school; alternative provision in another centre or a permanent exclusion. This is to allow other students and staff to their experience at the Academy in a safe environment that is conducive to learning and personal development.</p> |

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.

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.

5. Notes

i. 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, SEND, reading ability, 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.

ii. 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 removed from the lesson.” When a formal warning is issued, the teacher must send an e-mail to behaviour@dma.tela.org.uk briefly outlining the reason(s).

- iii. **Removal from lessons to the removal room** If a student continues to significantly disrupt the learning environment, the teacher contacts the behaviour team to let staff know that a student will be arriving at the removal room. If a student refuses to leave the lesson, the teacher will send 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 the Removal Room. Refusal to leave the lesson will be treated as defiance and additional sanctions will apply as outlined above

iv. No debate on poor behaviour or 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 additional sanctions will apply as outlined above.

v. Challenging students where uniform or equipment does not meet expectations

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 Personal Tutor 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/carer 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 House.

Students with extreme hairstyles or inappropriate piercings will be required to spend an extended period in social time supervision until the issue is resolved.

vi. What happens when a student attends an after school detention, is removed from lessons to the removal room or attends Isolation

Detentions: whilst in detention students will complete schoolwork, read a book, or support staff in maintaining the school environment, for example litter picking. Students will work in an allocated space and work in silence. Failure to do so will result in further sanctions.

Detentions are compulsory and can only be changed for a medical reason. If a student fails to attend a detention a day in the removal room or a suspension may be issued for persistent nonattendance

When removed from lessons: students will complete work set by their teacher or that set by a member of the behaviour support team. Students will hand in their phone on arrival and sit in an allocated space where they will work in silence. Failure to do so will result in further sanctions. A student will not be allowed back to a lesson from which they were removed by the teacher. On most occasions students will return to their timetable for the following lesson but where behaviour has been extreme or sustained, they may remain in the removal room to prevent further escalations of behaviour.

When completing an Isolation: students will complete work set by their teacher or that set by a member of the behaviour support team. They will also complete some reflective and/or restorative activities. Students will hand in their phone on arrival and sit in an allocated space where they will work in silence. Failure to do so will result in further sanctions.

vii. Authorising isolation, Beech House or suspension

An isolation takes place in the removal room or the Beech House and can be for more than one day for serious incidents. A suspension is a serious sanction and involves the student not being allowed on the Academy premises for a set period, for example one day. Only the Director of Student Welfare can authorise a student completing an isolation. Where behaviours are deemed so serious that time in Beech House or a suspension are considered, this will be discussed with the Head of School who will ultimately decide if this is the most appropriate sanction.

viii. Individual Behaviour Plans (IBPs) and Pastoral Support Programmes (PSPs)

Individual Behaviour Plan (IBP)

IBPS are used to support students to change their behaviour. 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 Personal Tutor or Head of House will look at this each day and will congratulate any success and discuss any areas of concern. Parents/carers should also view the report each day. The member of staff overseeing the IBP will contact parents at least once a week. The IBP is reviewed regularly.

- An IBP1 (yellow report) may be used by a Personal Tutor to support a student where their poor behaviour has resulted in being in Isolation on three separate occasions as a consequence from either formal warning or being removed from the lesson on multiple occasions

- An IBP2 (red report) may be used by a Head of House to support a student where their poor behaviour has resulted in being in Isolation on nine separate occasions as a consequence from either formal warning or being removed from the lesson on multiple occasions. An IBP2 will also be used to monitor reintegration into school following a fixed period suspension.

Pastoral Support Programme (PSP)

A student on a PSP is in danger of being permanently excluded from the Academy and will be used where all other attempts to engage the student in making positive contributions to the Academy have failed. The PSP is a formal plan requiring the school, home and student to work together intensively to improve the situation and then sustain this. Students will be closely monitored using a report where teachers are able to write brief comments on each lesson and they will be given appropriate support to help them be successful in meeting the PSP targets that are agreed.

- Clear and specific targets will be set for the PSP
- PSPs will be formally reviewed every fortnight as a minimum. Parents/carers will be invited to the review meetings along with the student. Feedback will be sought from any other professionals working with the student or family at the time. The Academy 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, the Academy may convene an emergency review of the PSP.

ix. Beech House

Beech House is an alternative education setting located on the Academy site overseen by a member of the Senior Leadership Team. A small number of students will have all or most of their schooling within Beech House and this will comprise of academic lessons taught by teachers in line with the schemes of learning taught in timetabled lessons and also intensive pastoral and emotional support that is personalised for each student's need.

Students will be referred to Beech House following a very serious isolated incident or where there has been persistent challenging behaviour demonstrated.

A detailed plan for this provision will be agreed with parents/carers and will be regularly reviewed. The duration of placement in Beech House will vary from student to student and will be decided by the Academy.

x. Staff training in managing behaviour and improving practice

The Academy provides regular training to all staff to improve practice around building positive relationships and also proactive and reactive behaviour management. The pastoral team supports individual members of staff and personalised coaching or training is offered where appropriate. The Curriculum Leaders have regular meetings with their teams and offer specific support with improving practice and planning to prevent challenging behaviour in lessons.

xi. 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 their behaviour has been unsatisfactory
- Issues related to failure to complete preparation and attendance and punctuality appear in the Preparation for Academic Success 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 be encouraged to take part in restorative meetings with others affected (students, staff, or other adults). These meetings will always be supervised so that everyone can have the opportunity to be listened to and put their point of view across in a safe and controlled space.

Appendix 1: Student search protocol



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. This includes examination of mobile phones for images, social media posts, internet searches etc.

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 gender 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 gender 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 will 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
- This includes examination of mobile phones for images, social media posts, internet searches etc.

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

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| Name | | Year | | House | |
|------|--|------|--|-------|--|

| | | | | | |
|------|--|-------|--|----------|--|
| 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 | |
|--------|--|----------|--|---------|--|

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