



Co-op Academy  
Delius

# **Behaviour and Discipline Policy**

**To be read in conjunction with the Care and Control and  
Safeguarding Policy Including Child Protection, online - Safety  
And Home Academy School Agreement**

This policy was adopted by the Governing Body in  
July 2019

This policy is due for review in July 2022

## Whistleblowing helpline NSPCC - 0800 02802825

### Aims and Principles

To provide Safe, Happy Learning is the aim of the Behaviour Policy

This policy provides a positive, consistent approach to behaviour, which supports the aims of the school academy and follows the policies highlighted below:

- DfE/DoH Reducing the Need for Restraint and Restrictive Intervention Children and Young People with Learning Disabilities, Autistic Spectrum Disorder and Mental Health Difficulties Nov 17 Draft)
- DfE (July 2013), non-statutory guidance 'The Use of Reasonable Force'
- DfE (2018) 'Keeping children safe in education' – September 2019
- DfE (2018) 'Working together to safeguard children'  
[www.team-teach.co.uk](http://www.team-teach.co.uk)
- Ofsted (March 2018) Positive environments where children can flourish; A guide for inspectors and about Physical Intervention restriction of liberty
- Behaviour and discipline in schools Advice for head teachers and school staff January 2016
- School support for children and young people who are bullied'; March 2014;
- 'Advice for parents and carers on cyberbullying': November 2014;
- 'Cyberbullying: Advice for head teachers and school staff': November 2014
- Preventing and tackling bullying Advice for head teachers, staff and governing bodies July 2017

Due to the complex nature of our pupils learning needs, many of our pupils need significant support in the development of appropriate personal and social behaviours. This learning forms an integral part of the curriculum.

We view inappropriate behaviours displayed as forms of communication. We look for the reasons behind inappropriate behaviours displayed rather than reacting to the effects of these behaviours.

This policy is fundamental to meeting the needs of our pupils and should be read in conjunction with other key academy and Trust school-documents, such as

- Care and Control Policy
- Equalities Policy
- Safeguarding Policy
- Anti-bullying Policy
- Home School Agreement.
- Co-op Values

### The Purpose of the Behaviour Policy

The aims and objectives are designed to guide the academy towards what it believes to be important.

### The Aims of the Behaviour Policy are

- To provide safe , happy learning
- To provide a safe and purposeful stimulating and supportive learning environment which addresses individual needs
- To enable access to learning and success, celebrating individual achievements consistently.
- To provide a consistent whole school approach and clear guidance on the management of behaviour
- To encourage self-awareness and an understanding of responsibility to others within the

school and community, by promoting community cohesion and social, moral, spiritual and cultural development

- To recognise and reward positive behaviour, promote the self-esteem of all pupils and to provide positive role models for others.
- To provide an atmosphere of fairness and honesty where rewards and sanctions are applied consistently.
- To ensure pupils privacy and dignity is maintained at all times.
- To ensure respect is given to all, including pupils and adults within the school and the wider community, by promoting community cohesion and social, moral, spiritual and cultural development
- To prepare pupils for life in the wider community and taking responsibility for their own behaviour, by promoting community cohesion and social, moral, spiritual and cultural development
- To work in partnership with pupils, parents, governors and other relevant professionals in developing appropriate behaviours.
- To work in partnership with pupils, parents, governors and other relevant professionals in keeping all pupils safe.
- To promote good school attendance and to support attendance where necessary

At Co-op Academy Delius we promote positive behaviour in a climate where pupils can access the curriculum, achieve success, enjoy learning and participate in lessons and activities which facilitate academic, social and personal development.

Behaviour and learning are seen as interdependent not separate. As a staff team we aim to provide a secure, enjoyable learning environment where expectations are clear and conflict and crisis are minimised so that everyone's self-esteem is enhanced.

#### **Our behaviour policy will support these aims by:**

- Showing and encouraging respect and tolerance for each other and the school.
- Valuing the contribution of each person in the team.
- Working in partnership with parents/carers/governors to achieve our aim.

#### **We believe that:**

- The encouragement and reinforcement of good behaviour is a collective responsibility.
- Every child/young person and adult has the right to feel safe and unthreatened by bullying which includes verbal, physical, cyberbullying and online safety, on social networking sites.
- Children/young people and adults should be fully aware of the consequences of unacceptable behaviour.
- Where a child/young person's understanding is limited, we will work together towards encouraging greater understanding and awareness.
- It is important to work collaboratively with parents/carers and other professionals.

#### **Behaviour we expect**

We will encourage Safe, Happy Learning and encourage children at a level appropriate to themselves to:

- work hard
- be kind
- share
- be independent
- stay safe
- better themselves always
- do what matters most
- show they care
- succeed together

#### **Co-op Academy Delius will:**

- Have high expectations of pupils and give immediate positive feedback for pupils' efforts and achievements
- Involve pupils in setting targets as appropriate and in the choice of rewards they

receive.

- Value the reflections of children and listen to what they say
- Celebrate achievement through our class and academy reward systems, our regular special assemblies and through displays of work or photographs
- Inform parents about their child's progress through home Academy diaries and regular opportunities for discussion, meet the team days and parent consultation days.
- Adhere to the Co-op Academy Delius Home Academy agreement
- Be positive role models for acceptable and appropriate behaviour
- Teach communication skills as the basis of all learning so that pupil needs and choices can be expressed and acted upon
- Provide a vibrant and stimulating environment, in order to encourage appropriate behaviour, encouraging children to think and talk about what they are doing and learning. A calming environment may be more Supportive, depending on the needs of the child.
- Develop a pride of ownership in their academy.
- Provide academy and classroom organisation where grouping of children, quality of teaching, good record keeping, assessment and regular reviews of overall all round progress have positive effects on pupil behaviour
- Provide a well organised, quality curriculum with exciting and challenging or appropriately calming activities which contribute to the development of pupil maturity and behavior.
- Provide pastoral care which will contribute to learning and to the ethos of the academy, helping all pupils and their parents/carers and families to be confident that they are well known, that their progress is regularly checked and followed, that guidance and help is always available when needed and that their problems will be sympathetically and professionally handled i.e. Someone cares and children know they can rely on adults for support
- Show and encourage respect and tolerance for each other and the school.
- Promote pupil voice to support behaviour and a sense of ownership in the academy

## **Pupils**

### **Pupils are encouraged to (within their own understanding):**

- Respect each other and adults.
- Respect all property and resources.
- Look after one another by letting an adult know if they are worried about another pupil.
- Resolve disputes without violence.
- Refrain from name-calling.
- Recognise safe and unsafe situations and communicate with an adult if they feel unsafe.(This includes the teaching of online safety, relationships and sex education and Community Cohesion within PHSCE and across the curriculum)
- Promote British, Co-operative and Community values
- Pupils will be reminded regularly as part of their personal, social, moral, spiritual and cultural development of how they might be able to demonstrate appropriate behaviour in these areas.

## **Staff**

Staff have a vital role to play as they are at the forefront of behaviour management and support and are responsible for the behaviour of pupils. They have the closest knowledge of the pupils in their care and will wish to build up a relationship involving mutual support, trust and respect.

### **We expect that staff will:**

- Provide pupils with a good role model.
- Positively reinforce models of good behaviour.
- Provide pupils with a framework of behaviour, which supports the whole school policy.
- Allow time for discussion and/or visual strategies about positive and negative behaviour.
- To follow and adhere to Team Teach procedures

- Keep records of positive/negative behaviour where appropriate.
- Keep parents/carers informed about issues concerning behaviour either through an academy/school diary, by telephone call, by letter, or a member of the Senior Leadership Team depending on the circumstances.
- Attend and update training skills in dealing with behaviour through CPD
- Keep the Local Governing Body informed regarding issues concerning behaviour management through the Head teacher.
- Offer each other mutual support.
- Use Behaviour for Learning methods and strategies to enable pupils to access the curriculum, enjoy learning and achieve success.
- Value the contribution of each person in the team.
- Promote and uphold the Co-op Academy Trust core values
- Work in partnership with parents/carers/governors and external agencies to achieve our aim.
- Update and review where necessary individual pupil behaviour support plans
- Report serious incidents immediately to a member of SLT

### **Parents/Carers**

#### **We would expect parents/carers to:**

- To be involved and support us in meeting our aims.
- To feel confident that everything is being done to make sure that their child is happy and safe at Delius.
- To be informed about and fully involved in aspects of their child's behaviour.
- At mutually agreed times, attend meetings to discuss and support pupils with their behaviour.
- Adhere to the Home school-Academy agreement
- Attend any training or information sessions offered
- Ensure their child attends school regularly, well nourished, clean and ready to work

#### **Governors will:**

- Know that staff are constantly striving to provide a safe, happy and stimulating environment.
- Be fully informed of matters concerning behaviour.
- Promote and uphold the Co-op Academy Trust core values
- Support the Head teacher and staff in the implementation of this policy.
- Play a full and active role in ensuring our aims are met.
- Safeguarding governor to check and sign all behaviour recorded incidents half termly

### **Undesirable Behaviour**

This is behaviour which is unpleasant or inappropriate. The nature of the pupils in the school make it inevitable that some of them will display undesirable behaviours. The pupil's special educational needs will be taken into account in determining an appropriate response. If the behaviour is persistent the pupil will have a Behaviour Support Plan with clear action for supporting improved behaviour.

#### Undesirable behaviours include:

- Making anyone in the school feel unhappy or unsafe (this includes bullying and Cyberbullying)
- Offensive behaviour
- Behaviour which makes it difficult for other pupils to learn and teachers to teach effectively
- Behaviour which lead to physical or emotional harm of self and others
- Any form of racist, sexist or homophobic and transgender behaviour
- Damaging property.
- Disrupting the running of the school.

- Making excessive demands of both staff and resources.
- Continuously putting school property at risk.
- Producing self-injurious behaviour.
- **How we manage inappropriate behaviours**
- (See Care and Control Policy)
- Ensuring pupils are treated as individuals
- Using a calm and controlled manner
- Having a consistent approach in each class and throughout school in the case of particular pupils whose behaviour has been discussed at a whole school staff meeting
- Ignoring inappropriate behaviour whenever possible and focusing on appropriate behaviour
- Distracting pupils from engaging in inappropriate behaviour
- Ensuring pupils have access to appropriate communication strategies to support their needs and give clear behavioural expectations
- Ensuring pupils requiring additional help are provided with a Behaviour Support Plan
- Ensuring all staff are trained in Team Teach (a behaviour management programme)
- Ensuring pupils with identified undesirable behaviour are monitored and supported by The Behaviour Support Team
- Teaching a “better way” to express emotions and allowing children, within their ability to learn about any related issues e.g. racist comments.
- In some cases seeking advice from external support agencies e.g. Educational Psychologist or calling a multi-agency Team Around the Child Meeting
- Record via Child Protection, Cause for Concern forms if required.
- The use of exclusion will be considered in very serious cases.

### **Preventing Bullying/Cyberbullying**

- Bullying can be the verbal or physical hurting, threatening or frightening of another person. If acts of bullying are reported, staff should immediately deal with the occurrence – including giving support to the victim. Incidents need to be reported to the Head teacher, recorded, as appropriate in the Class Incident Book, Serious incident Book, and record via Child Protection , Cause for Concern ‘ forms if required and school online safety system CPOMS
- Where appropriate, class teachers will address bullying by teaching a “better way” to express emotions and allowing children, within their ability to learn about any related issues e.g. racist comments, and consider ways of rewarding non- aggressive behaviour.
- Ensure pupils and parents are taught about online safety

### **Racist, Extremist, Sexist or Homophobic Behaviour in School**

Racist, extremist, sexist and homophobic, transgender behaviour is unacceptable. Should this behaviour occur, and working within the child’s ability, understanding, motivators and communication systems e.g. using signing and symbols, the following courses of action will be followed: Staff will:

- take immediate steps to stop the behaviour
- in the case of graffiti, arrange to have it removed as soon as possible
- confiscate any literature, insignia, etc. and explain why
- counsel the offender and support the victim
- Teaching a “better way” to express emotions and allowing children, within their ability to learn about any related issues e.g. racist comments
- ensure pupils and parents are taught about online safety
- report all incidents to the Head teacher
- And record via Child Protection, Cause for Concern forms if required, e.g. if safeguarding from extremism, and /or on CPOMS ,which would include reporting to

parents/carers

The nature of the pupils in the academy and their special educational needs means that there are regular reviews of pupils progress including an annual review of the pupil's Education Health Care Plan. Should there be any significant change in the pupil's needs which has implications for provision an early review would be convened. This would make the use of temporary or permanent exclusion extremely unlikely and the school would wish to avoid using this sanction unless there were extreme and exceptional circumstances.

Staff will aim to 'match' the level of their response to the degree of seriousness of the undesirable behaviour and in relation to the pupil's needs and degree of understanding. The aim is that pupils are aware that:

- their behaviour is being responded to fairly and appropriately
- if their behaviour is repeated it will be treated with increasing severity

### **How Co-op Academy Delius Identifies and improves inappropriate behaviour**

Co-op Academy Delius have a successful and thorough behaviour monitoring system in place where the Behaviour Support Team will offer advice and guidance to support the pupil where necessary and this includes when:

- A member of staff feels they require support and complete a behaviour referral form.
- A behaviour support plan needs to be written for a pupil or reviewed and updated
- A child has been identified as having frequent minor incidents that involve staff and children.
- A child has had 10 or more incidents recorded in the class incident book and highlighted through the schools database.

### **Co-op Academy Delius use Team Teach to support behaviour.**

Team Teach promotes using positive behaviour support strategies as described above for "95%" of our interaction with pupils. We will work within the child's ability, understanding, motivators and communication systems e.g. using signing and symbols.

There are occasions when some children behave in ways which are potentially dangerous. If a child is in danger of injuring him/herself, another child or adult or seriously damaging property then it is clearly unacceptable to ignore the situation. Only when all other means of control have not had an effect (95% of time in de-escalation) will staff use recognised 'Team-Teach' holding techniques which both staff and governors feel provide the minimum possible risk of injury to both staff and children. Only adults trained in these techniques will use them.

Parents will be fully involved if it is felt necessary to use the above techniques in supporting with their child and will have been informed through the child's behaviour support plan. Parents are invited to discuss the behaviour plan and to sign if they are in agreement. Records of use of the above techniques will be kept by staff in a class incident book. If a different hold or technique has had to be used, parents will be informed and invited in to discuss a change to their child's behaviour support plan.

### **Co-op Academy Delius uses Team –Teach to support good behaviour**

'TEAM TEACH' is a Positive Behaviour Management system which includes safe and accredited physical restraint /positive handling to safeguard pupils, staff and visitors to the school. Team Teach promotes using positive behaviour support strategies as described above for "95%" of our interaction with pupils. We will work within the child's ability, understanding, motivators and communication systems e.g. using signing and symbols. There are occasions in school when some children behave in ways which are potentially dangerous. If a child is in danger of injuring him/her self, another child or adult or seriously damaging property then it is

clearly unacceptable to ignore the situation. Only when all other means of control have not had an effect will staff use recognised 'Team-Teach' holding techniques which both staff and governors feel provide the minimum possible risk of injury to both staff and children. Only adults trained in these techniques will use them.

Parents will be fully involved if it is felt necessary to have to use the above techniques in dealing with their child and will have been informed through the child's behaviour support plan. Records of use of the above techniques will be kept by staff in a class incident book.

### **Rewarding and celebrating positive behaviour**

Non-verbal and verbal approval is extensively and appropriately used by all staff across the school. Classes will offer general rewards and praise and work within the child's ability, understanding, motivators and communication systems e.g. using signing and symbols.

Class teams, staff, peers and parents are encouraged to reward pupils at all times for good work and behaviour. Rewards will take different formats within class and school, and can be recognised in assemblies or teacher/head teacher star awards.

Parents will be informed by staff putting a note in their child's diary or via class dojo. This will enable parents to talk to their child in a positive way about school.

Co op Academy Delius actively celebrate positive, appropriate and improved behaviour of pupils throughout the school in a range of ways that are suitable to the pupils understanding and needs and these include:

- A whole school 'Proud Cloud' display
- Visiting the Head teachers special star drawer
- Personalised class based reward systems
- Whole class reward systems to promote the ethos of working together as a team
- Celebratory displays of personal achievements within classes
- Sharing celebrations and achievements with parents on the Class Dojo app
- Special recognitions within weekly assemblies
- Termly meet the team days to share and celebrate achievements with parents