



The Sir Donald Bailey Academy Behaviour Policy



THE *sir*
DONALD BAILEY ACADEMY

Written by	Jo Knapp
Ratified by Trustees	July 2025
Date for Review	July 2028
Signed – Chair of Trustees	
Signed – Headteacher	

This policy has been impact assessed by Jo Knapp in order to ensure that it does not have an adverse effect on race, gender or disability equality

'You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression.' (Paul Dix, Pivotal Education)

Policy Statement

The Sir Donald Bailey Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and learners. It is based on the Department for Education's guidance: Behaviour in Schools (Sept 2022) and is evidence-informed using guidance and research from a range of sources including the Education Endowment Foundation.

1. Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly and shown respect
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is the expectation for all

2. Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions and clear boundaries

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice and summarised in our Behaviour Blueprint in Appendix A:



Adult Behaviours "When the adults change, everything changes" (Pivotal Education)

Statutory Framework and other guidance

The Behaviour Policy is written in line with the following areas of legislation and guidance: Education and Inspection Act 2006

Equality Act 2010 Education Act 2011

Behaviour and Discipline in Schools – DfE Guidance 2016

Behaviour in Schools: Advice for Headteachers and School Staff 2022

3. Expectations

We expect every child to:

- ☺ Take responsibility for their own behaviour
- ☺ Follow the school behaviour expectations at all times.
- ☺ Reflect on their actions and recognise they are part of a community.

We expect every adult to:

- ☺ **Meet and greet** at the door.
- ☺ Refer to '**Ready, Respectful, Safe**'
- ☺ **Model** positive behaviours and build relationships.
- ☺ **Plan** lessons that engage, challenge and meet the needs of all learners.
- ☺ Use a **visible recognition** mechanism throughout every day
- ☺ Be **calm** and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions.
- ☺ **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- ☺ **Never ignore** or walk past learners who are behaving inappropriately.

Teaching Staff will uphold the Teachers' Standards (See Appendix B for detail).

'Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

Teachers are responsible for wellbeing and behaviour but if additional support is required, they should seek support from their year group leader.

Year Group Leaders

Year Group Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Year Group Leaders will:

- Be a visible presence in the Year Group area to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go over and above expectations
- Encourage use of Class Dojo Points/ messages to go home
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here' in most cases

Senior Leaders:

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at transitions
- Celebrate staff, leaders and learners whose effort goes over and above expectations
- Regularly share good practice
- Support teachers and Year Group Leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess our behaviour policy and practice

Trustees will:

- Review policies with Senior Leaders
- Support and critically challenge senior leaders with analysis of behaviour data
- Support on permanent exclusion panels

Parents will:

- Uphold the school values
- Support the school behaviour policy to support and improve pupil behaviour
- Refrain from making public comments about pupil or staff relating to any behaviour incident and instead seek out a member of school staff to discuss this with privately.

Recognition and Rewards

We recognise and reward learners who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At Sir Donald Bailey, we recognise good behaviour, effort and conduct in the following ways:

Focus	Praise Method	Approach
Values and Behaviours	Faces Recognition Board	Smiley Face A3 to be used Displays to be at the front of the room next to the board. Names on laminated strips to be used. All children start on the smiley face in the classroom. Children can be reset when behaviour has improved. Staff to be vigilant for positive change.
Learning and Effort, values and behaviours, attendance	House Points	For effort and successes in their learning, working together, sharing ideas sitting up straight and behaving well in assembly, Teachers to determine the system for recording house points in the classroom. These will be collected weekly by year 6 monitors and celebrated in Monday's Celebration Assembly. Tally charts on the wall.
Learning and Effort, values and behaviours, attendance	Golden Tickets	Exceptional behaviour shown Individual behaviour going above and beyond
Learning and Achievement	Weekly Celebration Assembly	Monday at 8.50am alternate for EYFS/KS1 and KS2. Teachers will read awards to the children and explain the learning / achievement, etc. House point weekly totals will be celebrated. Any other recognitions will be celebrated, including sporting achievements.
Learning, Attitudes, Values and Behaviours	Messages home	Any member of staff is encouraged to do so the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.

Managing Behaviour

Engagement with learning is always our primary aim at The Sir Donald Bailey Academy. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Sir Donald Bailey praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given take up time in-between steps.

Whilst we understand the importance for all staff to consistently follow our behaviour steps for dealing with poor behaviour, listed below, we also share the key message that assertiveness is a central part of our behaviour management at The Sir Donald Bailey.

'Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the broken record technique). Just as learners have choices, so you [teachers] have the opportunity to choose your behaviour. You may have options as to how to respond to inappropriate behaviour all of which can be assertive actions'. Paul Dix

When responding to inappropriate behaviour, adults can choose to record it and address it at a later more appropriate time, ignore it, confront it or walk away and consider their response.

Assertiveness is knowing that an adult can control their own behaviour and make considered choices in response to learners. **We do not want adults to be afraid of saying no and saying it with impact when it is appropriate.** We need to be mindful not to overuse this as it can soon lose power and

negatively impact on the atmosphere in the classroom. An adult can risk being ignored if their repertoire of verbal responses is too predictable.

At Sir Donald Bailey, we have a Behaviour Curriculum which encompasses all elements of how we explicitly teach and support behaviour in school. This includes and is reflected within this policy; taking into account our PSHE curriculum, assembly offer and how our behavioural standards reflect our school values. It also considers what successful behaviour looks like in our school and how we share this with key stakeholders, how we use routines and habits to reinforce and teach expected behaviours and how we adjust the standards and routines for pupils with additional needs.

The Zones of Regulation are a research-based intervention used at Sir Donald Bailey to promote positive behaviour. In order for a child to be ready for learning they need to be able to self-regulate. For most children they are able to regulate with ease. This tool support children to better understand their own emotions and strategies that children can draw upon to support their own emotional regulation in each coloured area of the zones. When used effectively, children can better regulate and control their responses to overwhelming emotions, in turn maximising learning and emotional development and leaving children feeling empowered and in control of their emotions. The Zones of Regulation are particularly useful for children with SEND and SEMH needs.

Steps for Managing and Modifying Poor Behaviour

Learners are held responsible for their behaviour. Staff at Sir Donald Bailey deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct.

Steps	Actions
1.Redirection/ Reminder	<p>Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement. A reminder of our three simple rules: Ready, Respectful, Safe (delivered privately). The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
2. Caution	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step.' Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Move down on the smiley face. Use the 30 second scripted intervention:</p> <ul style="list-style-type: none"> • I have noticed that you are... (<i>having trouble getting started, wandering around etc.</i>) right now. • At Sir Donald Bailey, we... (<i>refer to the 3 school rules – ready, respectful and safe</i>) • Because of that, you need to... (<i>refer to action to support behaviour e.g. moving to another table, complete learning at another time</i>) • See me for 2 (<i>or up to 5</i>) minutes after class/during break. • Do you remember yesterday/last week when you... (<i>refer to previous positive behaviour</i>)? • That is who I need to see today... <p>Thank you for listening... then give the child some 'take up' time.</p>
3.Time Out	<p>Time out might be a short time away from the classroom with another Class/Teaching Assistant/nurture room/calm space It is a few minutes to calm down, Take 5, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.</p> <p>RECORDED ON CPOMS BY CLASS TEACHER AND ACTIONED BY PARTNER TEACHER.</p>
4. Repair	<p>This might be a quick chat at break-time in or out of the classroom or a more formal meeting Restorative Practice: 5 questions are usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

Consequences

Staff should use their knowledge and observations of the child to choose an appropriate time for consequences. This should be on the same day wherever possible, but may need to be later, when emotions are under control and restorative conversations have taken place. Children should not be forced to apologise but this should be explored during the restorative conversation as a suitable option as to how to put things right.

Undesirable Behaviours (CPOMS CATEGORIES)	Consequence
Breaking of our rules	Send back, repeat correctly or practise in break time
Continued low-level disruption	Follow stages of our behaviour management strategy and if they continue then a 5 – 10 minute imposition with class teacher will be given
Refusal to work	Complete work at break or lunch time with class teacher or take work home (teacher to follow up)
Unkind words towards peers	5 – 10 minute imposition with class teacher
Rudeness to staff	5 – 10 minute imposition with class teacher
Play fighting	5 – 10 minutes standing by fence and reminder
Low-level physical unkindness on playground	10 minutes standing by fence and pastoral conversation
Provoking	Refer to Year Group Lead to monitor possible bullying and discuss with the Senior Leadership Team (SLT) if required

The following will result in time spent in the thinking room:

- Repeated/persistent disruptive behaviour
- Swearing **at** another person (child or staff)
- Stealing (including taking another pupil's bike/scooter without permission)
- Harming or threatening staff
- Hurting other pupils with intent to harm
- Intentionally damaging property
- Racist/homophobic (or discriminatory) comments with intent to offend (This includes online behaviours)

Time in the thinking room is given at lunchtime for 30 minutes, led by a member of SLT. Pupils will use the time to do one or more of the following:

- Reflect on their actions
- Engage in restorative work

Where these behaviours are extreme or persistent, we may decide to give a child an internal suspension.

Follow-up If a child has **two incidents** in a week requiring reflection (Step 6), the class teacher must inform parents via a phonecall.

If a child has **three or more incidents** in a week requiring reflection, a face-to-face meeting between the teacher and parents/carers will be arranged.

Serious Incidents:

These incidents will be dealt with by school staff, who will take into account the age and needs of the child. All serious behaviour matters must be referred *immediately* to the Headteacher or SLT.

Such incidents could include:

- All forms of bullying (including- cyber bullying, prejudice based or discrimination bullying)
- Racist, sexist or homophobic comments.
- Physically striking adults.
- Child on child abuse – see section 4.1 of the Child Protection and Safeguarding policy.
- Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy and KCSIE 2025
- The Sir Donald Bailey Academy adopts a zero-tolerance approach to child-on-child abuse.

Restorative Practice

The Sir Donald Bailey Academy uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (SDBA Behaviour Blueprint) and on the back of staff lanyards. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

"The child was tearful. They struggled to speak whilst crying"

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Recording:

The Sir Donald Bailey Academy Key Principles for CPOMS Logging

1. **Be Factual and Objective:** Only record what you see or hear. Avoid opinions, assumptions, or subjective labels (e.g., instead of "aggressive", describe the specific action like "the parent spoke loudly in close proximity to my face (approx. 15cm)").
2. **Use Precise Language:** Where appropriate, use the exact language spoken by the child or adult involved, using speech marks.
3. **Include Relevant Details:** All records should include the member of staff involved, date, time, and any other pertinent information, such as the context of the incident.
4. **Avoid Emotional Language:** Refrain from using exclamation marks, capital letters, or expressing your own frustration or emotions in the entry.
5. **Consider Legal Standards:** Remember that CPOMS records may be requested by parents/carers, the police, or used as evidence in a court case, so maintain a professional standard.
6. **Focus on the Child's Perspective/Impact:** Describe the child's reaction or the impact on them (e.g., "The child was tearful. They struggled to speak whilst crying")

Behaviour Recording Prompt Sheet

Incidents of behaviours of concern are recorded on CPOMS within 24 hours of the incident). SLT should be informed at the time and parents notified in person.

How to record a behaviour incident

1.	Enter student name.	
2.	Enter date and time.	
3.	Select 'behaviour monitoring' category.	<p>Categories</p> <p><input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behaviour <input type="checkbox"/> Bullying <input type="checkbox"/> Confidential Parental Complaint <input type="checkbox"/> Exclusion</p> <p><input type="checkbox"/> External Agency Support <input type="checkbox"/> First Aid <input type="checkbox"/> Historical safeguarding from previous setting</p> <p><input type="checkbox"/> Lunchtime Behaviours <input type="checkbox"/> Racist Incident <input type="checkbox"/> Safeguarding <input type="checkbox"/> SEN <input type="checkbox"/> Vulnerable Child Profile</p> <p><input type="checkbox"/> Welfare Concern</p>
4.	Select sub-categories.	<p>Behaviour Subcategories</p> <p><input type="checkbox"/> Alternative Provision <input type="checkbox"/> anti-social behaviour <input type="checkbox"/> Contact with Professionals <input type="checkbox"/> destruction of classroom</p> <p><input type="checkbox"/> Disruption of Lesson <input type="checkbox"/> KS 1 Thinking Time <input type="checkbox"/> Left Classroom/School Site</p> <p><input type="checkbox"/> Meeting or discussion with parent <input type="checkbox"/> Multi-Agency Meeting <input type="checkbox"/> online behaviour <input type="checkbox"/> Persistent Mis-Behaviour</p> <p><input type="checkbox"/> Physical abuse of peer <input type="checkbox"/> Physical Abuse of Staff <input type="checkbox"/> Physical Intervention <input type="checkbox"/> Provoking others</p> <p><input type="checkbox"/> PTT- REGULATION NEEDS <input type="checkbox"/> School Behaviour Plan <input type="checkbox"/> swearing <input type="checkbox"/> Swearing Staff <input type="checkbox"/> Thinking Room</p>
5.	Record details of actual behaviour incident. (ABC) Remember to consider the language used.	
6.	Enter location of behaviour incident.	
7.	Select activity at time of behaviour incident (Use best fit approach).	
8.	Enter any follow up actions required.	

Please do not use the Thinking Room Tab. This is only for SLT or Leaders who run the Thinking Room.

It is the responsibility of the Leader in the Thinking Room to complete any paperwork (Reflection Sheets/Social Stories/Comic Strip Conversations) and upload onto CPOMS as an action to the Thinking Room Incident.

Suspensions:

Legislation and Guidance: In applying this policy, The Sir Donald Bailey Academy will adhere to current legislation, including the Equality Act 2010. Schools are obliged to have regard to the Department for Education guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion.

At The Sir Donald Bailey Academy, we believe that, in general, suspensions are not an effective means of moving behaviour forward. However, they do set a clear boundary for what is acceptable and in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy then an internal suspension or external suspension may be considered appropriate. An internal suspension may be put in place following a serious incident or an accumulation of incidents and the child will be subject to an internal suspension for a specified period of time.

Parents/carers are informed of the reasons for the internal suspension. When on internal suspension, the child will be sent with relevant work to an appropriate learning space. A child on an internal suspension will get regular breaks and a lunch time break but not with their peers.

An external suspension for a fixed period may be used by the Principal if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, or if the incident was considered very serious, e.g. hurting an adult. If this decision is taken, work will be set for the pupil to complete at home.

Following a suspension, the pupil and parents meet the Headteacher or member of SLT to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. (See Exclusion Regulations at www.gov.uk/government/publications/school-exclusion.)

The Trustees of The Sir Donald Bailey Academy agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils or staff at the school.

All exclusions will be carried out in accordance with the May 2023 DfE Guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including Pupil Movement.

Language:

At The Sir Donald Bailey Academy, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system. They prefer to use terms such as dysregulated and distressed, where appropriate.

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
 - Travelling to or from school
 - Wearing school uniform
 - In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
- 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.

Children with Social, Emotional and Mental Health Needs:

Children who exhibit behavioural difficulties as a result of identified social, emotional and mental health issues or social communication and interaction difficulties are supported by a graduated approach. This means we offer support at a whole class or universal level, (PSHE curriculum, assembly coverage) at a group level, (more targeted such as social skills or self-esteem focus groups) and individual, (such as Drawing and Talking, or specific anxiety-based work). Children may be placed on the school's Special Educational Needs and Disabilities (SEND) register and provided with individual plans to support them. In line with the DfE Guidance 'Promoting and supporting mental health and wellbeing in schools and colleges November 2022', we have a whole school approach to supporting the mental health and social and emotional needs of every child at Sir Donald Bailey.

Some children may experience more marked difficulties with behaviour, which may be related to SEMH needs, specific SEND needs, early childhood experiences or family circumstances; for these children we create individualised support plans with parents. These are called Behaviour Management Plans. They link in with other school-wide strategies such as zones of regulation and the incredible 5 point scale. They are a pupil-centred document and focus on what the adult and child can do at each stage to support de-escalation. The Behaviour Management Plan is linked to a risk assessment which may include use of a specific script to support a child and where necessary it may include use of positive handling that is reasonable, proportionate and appropriate. We may use a 'graded behaviour summary sheet,' (appendix E) which allows school staff to provide clear and accurate daily updates to parents on the behaviour exhibited by a child throughout the day.

Where children are experiencing more marked difficulties with behaviour, the SENDCo or Vice Principal/ Assistant Principal will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as Lego Therapy and Time to Talk. Outside agencies support such as Local Authority SBAP and Primary Focus SEMH outreach may be used for further support. The pupils' needs will be considered when deciding on appropriate consequences, however they will not be exempt from time in the thinking room, suspensions and permanent exclusion if it is deemed appropriate, despite on-going support for the pupil.

Transition

Children are supported with regular opportunities to revisit the expectations within the behaviour policy when they move year groups or key stages. This is covered through in class focus lessons and assemblies. Children with SEND may be offered additional support to further their understanding and feel confident with routines, praise and sanctions. Children who enter Sir Donald Bailey mid-year or have experienced a period of absence will also be offered the opportunity to be inducted into the behaviour system.

Related Policies/Guidance:**Bullying**

The Sir Donald Bailey Academy has a separate anti-bullying policy which should be followed if bullying is reported or suspected.

Searching, Screening and Confiscation

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation) January 2018 DfE, found at www.gov.uk/government/publications/searching-screening-and-confiscation.

Power to Use Reasonable Force

In order to prevent a child from injuring themselves or others, damaging property, or in order to maintain good order and discipline in the classroom, staff have the power to use reasonable force (in line with the school's Use of Reasonable Force policy). See also Managing allegations of staff policy.

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child. Paul Dix

Restorative Practice at The Sir Donald Bailey Academy School

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools
- To *change* behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourages children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process.

The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed.

The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

Restorative Questions 1:

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in the future?

Restorative Questions 2:

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?

Thinking Room Sheet

Pupil Name:

Date:

Class:

Time of incident:

LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3
<p>Doing the right thing</p> <p>Putting things away</p> <p>Being kind</p> <p>Using kind words</p> <p>Having kind hands and feet</p> <p>Playing fairly</p> <p>To follow adult instructions</p> <p>To complete adult led tasks.</p> <p>To ask an adult to have time out.</p>	<p>Name calling</p> <p>Low level disruption e.g tapping, humming, tipping chair, wandering, pacing, head on the desk.</p> <p>Task avoidance</p> <p>Inappropriate behaviour</p> <p>Misusing equipment</p> <p>In the wrong place</p> <p>Running around communal spaces without permission</p> <p>Shouting in a communal space</p> <p>Trying to enter a classroom</p>	<p>Blatant defiance for a sustained period of time</p> <p>Task refusal</p> <p>Rudeness / Insolence</p> <p>Persistent disruption</p> <p>Leaving group without permission</p> <p>Swearing (undirected)</p> <p>Deliberate provocation</p> <p>Aggression</p> <p>Exiting school building</p>	<p>Level 2 issues that cannot be changed –</p> <p>Persistent disobedience</p> <p>Dangerous behaviour</p> <p>Vandalism</p> <p>Swearing at someone</p> <p>Racial, sexual or hurtful language</p> <p>Cruelty / bullying</p> <p>Physical aggression to peers</p> <p>Physical aggression to staff</p> <p>Use of item as weapon</p> <p>Climbing over the fence/gate or going out of the staffroom door and onto the drive.</p>
<p>Action</p> <p>House points/ dojo message</p> <p>Acknowledgement by a member of SLT</p> <p>Reward chart / task reward structure</p>	<p>Action</p> <ul style="list-style-type: none"> • Time out with an adult • Verbal warning (to complete the task at breaktime). • Imposition with class teacher or TA 	<p>Action</p> <ul style="list-style-type: none"> • Time out with SLT for 5, 10, 15 & 30 minutes - including thinking room • Restorative task 	<p>Action</p> <ul style="list-style-type: none"> • Thinking room • Possible internal or external suspension • Restorative task
<p>Staff member compiling: (print and sign)</p>			<p>CPOMS log recorded? Yes No</p>

SDBA Behaviour Blueprint



The SDBA Way

At The Sir Donald Bailey Academy, high expectations of learning, behaviour and respect for each other underpins everything we do.

Visible Adult Consistencies

Meet and greet
Attention to best
behaviour
Calm and caring

Rules
Ready
Respectful
Safe

'Over and Above'

1. **Values**
2. **Attitudes**
3. **Effort**
4. **Initiative**

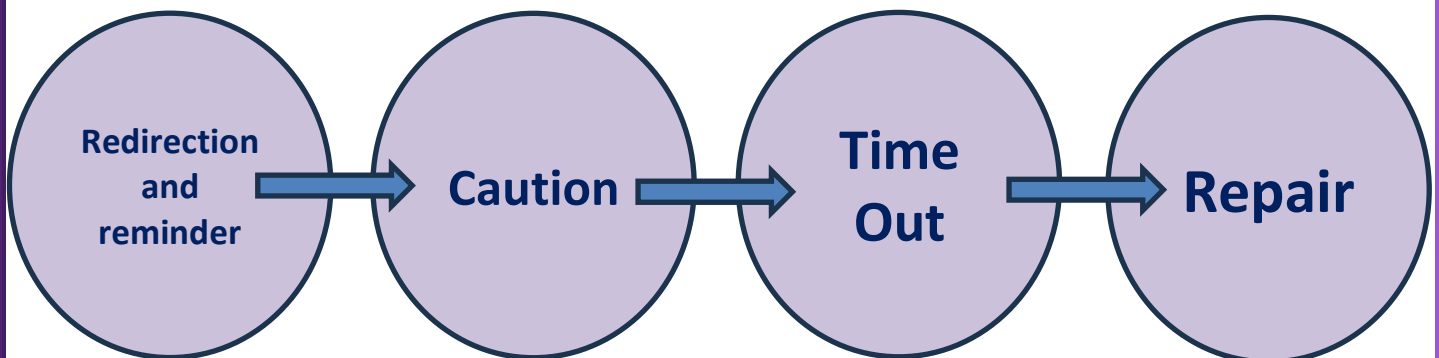
Relentless Routines

Walking

Lining-Up

Hands-Up

Transitions



A model of positivity – A summary of key behaviours for adults

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise..
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.
- Show learners their ideas and experiences have real value.
- Ensure your mechanism for positive referrals is individualised.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept.
- They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Searching and Confiscation of Items

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items.

Schools have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others.

The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for Heads, staff and governing bodies. Only the Head Teacher or a member of school staff authorised by the Principal, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search will, where possible, be the same sex as the pupil being searched. The exception to this rule, where a search can be carried out on a pupil of the opposite sex and / or without a witness, will only occur where the Head Teacher or member of the leadership team reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity and health and safety. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations when leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Searches without Consent

The following items are banned in school and pupils may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, vapes or other nicotine based products
- fireworks
- pornographic images
- mobile phones

any article that the member of staff reasonably suspects has been, or is likely to be, used:

to commit an offence to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Physical resistance by a pupil to a search for these items can itself be subject to behavioural consequences. Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the pupil has the prohibited item in their possession. Only staff members authorised by the Head Teacher may carry out searches without consent. School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with Consent

The school may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where 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.

Extent of Search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks. Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from pupils under their general right to discipline contained in S91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from pupils

The Sir Donald Bailey Academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for heads, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated item.