



L.E.A.D. Academy Trust

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L.E.A.D. ACADEMY TRUST

BEHAVIOUR POLICY

Policy Information

Document name	Behaviour Policy
Date approved	

Date issued	September 2024
Date of review	June 2024
Approved by	

Introduction

This policy sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Underpinning our policy are the following principles:



Cross Reference: Suspensions and Exclusions Policy

Legislative Framework

- [Behaviour in schools: advice for headteachers and school staff Feb 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the Trust's underpinning principles and high expectations of all within the academy community.

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour.

Academy Expectations

The Trust expects each academy to:

- Have a whole-school behaviour policy (model policy attached) which details its approach to behaviour management. The academy behaviour policy should include detail on the following:
 - Purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
 - Leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors;
 - Academy systems and social norms – including rules, routines, and consequence systems;
 - Staff induction, development and support – including regular training for staff on behaviour;
 - Pupil transition – including induction and re-induction into behaviour systems, rules, and routines;
 - Pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with SEND where those needs might affect behaviour;
 - Child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
 - Banned items – a list of items which are banned by the academy and for which a search can be made
- Include staff in reviewing and contributing towards behaviour policy formation
- Involve pupils in the creation and review of academy codes of conduct
- Provide a purposeful learning environment conducive to promoting high standards of pupil conduct and positive attitudes to learning
- Involve parents/carers by communicating well to seek their support
- Make positive recognitions of pupil achievement
- Ensure that if things go wrong, pupils are given the opportunity to put things right.

The Trust expects each Academy Governing Body (AGB) to provide clear guidance to its academy relating to:

- Screening and searching pupils (including identifying in the school items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Each academy, in order to instil good behaviour, should therefore:

- Provide an environment conducive to effective learning for all pupils and staff
- Raise and promote self-esteem in all members of the academy community
- Promote consideration and respect for others and the academy environment

- Encourage a shared responsibility between home and the academy
- Define what constitutes acceptable and unacceptable behaviour
- Provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

Positive recognition motivates pupils to observe the rules. Whilst consistently dealing with disruptive behaviour, teachers are expected to focus positively on pupils who are behaving well, ensuring that praise is well utilised in classrooms and around the academy site. If this strategy is used consistently, it will have the following effects:

- Encourage all pupils to behave appropriately
- Increase pupil self-esteem, self-confidence and reflectiveness
- Dramatically reduce behaviour problems and confrontational situations
- Create a positive classroom environment for both pupil and class teacher
- Help to teach behaviour and establish positive relationships.

Consequences

In addition to positive recognition, there must be systems for dealing with disruptive behaviour when pupils choose not to follow the rules. Systems should have staged interventions with a clear scale of escalation to cope with repetition. It is important that this staged intervention is designed to allow all pupils the opportunity to choose to change his/her behaviour within an identified framework.

The Trust expects each academy to record both positive recognition and consequences.

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, the Trust expects the Headteacher to initiate a clear plan of support. Examples may include:

- Behaviour plans
- Pastoral Support Programmes (PSPs) if pupils are at risk of suspension or exclusion
- In school intervention
- Use of internal and external alternative provision (AP)
- A referral to local partners and external agencies may also be considered if it is felt that there are other issues affecting the pupil's behaviour that could be better addressed through a multi-agency approach. Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required. See [Working Together](#)

Outside agencies may include:

- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service/ ASK US (formally parent partnership)
- Attendance Support Team (formally EWO)

Suspension and Exclusion

Ultimately, a pupil who does not behave in accordance with the standards set may be suspended for a fixed term, or may be permanently excluded from the academy. Situations where suspension or exclusion may be considered include violent

assault on another pupil or an adult, inappropriate sexual behaviour, verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour. (See Suspension and Permanent Exclusion Policy).

Equality Statement

The L.E.A.D. Academy Trust is committed to applying the equality duty in all academies across all phases. It is the responsibility of all staff, leaders, trustees and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good relations between people.

Safeguarding

L.E.A.D. Academy Trust recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. As a result, we expect each academy to consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, the academy is expected to follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Bullying

L.E.A.D Academy Trust is committed to promoting an anti-bullying/harassment ethos, where bullying and harassment are not tolerated. The Trust takes issues of bullying/harassment seriously and enables all members of the Trust's community to challenge bullying behaviour in order that a supportive, cooperative ethos is maintained. Bullying, especially if left unaddressed, can have a devastating effect on individuals.

Monitoring, Evaluation and Review

In order to determine the effectiveness of a policy, the Trust will monitor and evaluate its impact. This will be achieved by:

- Analysis of data
- The AGB, via the SEND Link Governor, annually reviewing progress made and the effectiveness of the policy in their academy
- Trust Board scrutiny of suspension and exclusion data
- Quality Assurance (QA) visits made by Directors of Schools.



L.E.A.D. Academy Trust

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Da Vinci Academy

Behaviour Policy

Review frequency: Annual

Policy/Procedure management log

Document name	Behaviour Policy
Date approved	
Date issued	September 2024
Date of review	June 2024
Approved by	Academy Governing Body As a statutory policy this needs to be reviewed annually and minuted at the AGB meeting.

Safeguarding Statement

Through outstanding leadership, we, at Da Vinci Academy, will provide the highest quality education to enable every pupil to achieve their full potential. Da Vinci Academy fully recognises the contribution it can make to protect pupils and support them in our academy. The aim of our policies are to safeguard and promote our pupils' welfare, safety, and health by fostering an honest, open, caring, and supportive climate. The pupils' welfare is of paramount importance.

It is our policy to listen to our pupils, to not place any value judgement on their concerns or supersede their views with our own cultural or racial profiling that may prevent us from fully listening to what our pupils are saying. We will take our pupils' health and welfare seriously and act with urgency to prevent harm and keep them safe.

There is a 'whole academy approach to safeguarding' where safeguarding and child protection underpins all our relevant policies and processes. We operate with the best interests of the child at heart.

Our child protection/safeguarding policy outlines how Da Vinci Academy will safeguard and promote children's welfare to keep our learners safe from abuse, neglect, and exploitation. The policy applies to all adults, including volunteers, governors/trustees, supply staff and contractors working in or on behalf of the setting. A copy of the policy can be found on the academy website.

Da Vinci Academy operates a whole academy approach and ethos to safeguarding and protecting children. Where safeguarding is concerned, we maintain an attitude of "*it could happen here*". We recognise that everyone in the academy has a role to play to keep children safe; this includes ensuring children feel heard and understood, identifying concerns, sharing information, and taking prompt action. Safeguarding and child protection is incorporated in all relevant aspects of processes and policy development. All systems, processes and policies operate with the best interests of a child at their centre.

We ensure that all children are safeguarded while on or off academy premises and are proactive about anticipating and managing risks that children face in the wider community and online. To support this the academy assesses the risks and issues in the wider community when considering the well-being and safety of its learners.

The safeguarding team can be contacted via safeguarding@davinciacademy.co.uk

Aims

At Da Vinci academy, it is our aim to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the academy
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management for pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

At Da Vinci academy, our underlying principles are:



Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff Feb 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
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- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

1.1 Introduction

By attending Da Vinci Academy you are agreeing to uphold and abide by this Behaviour Policy. This policy sets out our expectations for all members of our community, students and staff. It clarifies the sanctions that are in place for any deviation from the policy. Please note that Da Vinci Academy reserve the right, at any time, to respond to any incident in a manner that best serves the interests of our community.

Equality Statement

The L.E.A.D. Academy Trust is committed to applying the equality duty in all academies across all phases. It is the responsibility of all staff, leaders, trustees and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good

relations between people.

We expect outstanding behaviour from every student.

The role of our Academy goes beyond simply preventing poor behaviour and maintaining good order to systematically promoting positive relationships and good manners. This work involves a clear partnership between Parents/Carers, students and the Academy in helping our young people become active global citizens, able to make a full contribution to society and so live a happy and successful life. Our Behaviour Policy is consistently and fairly applied and underpins effective education. School staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times, as detailed in this policy.

Definitions

At Da Vinci academy, misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breach of the academy rules

When misbehaviour occurs, it should be dealt with consistently using the sanctions that schools have in place, and restorative work should be undertaken to ensure that misbehaviour does not escalate.

At Da Vinci academy serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Child on Child abuse
- Theft
- Vandalism
- Fighting
- Smoking and Vaping
- Racist, sexist, homophobic or other discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco and/or cigarette papers
- Vapes and/or related items
- Fireworks
- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If serious misbehaviour occurs, the academy will investigate the incident fully, and will treat each case individually using a balanced and proportionate approach.

Staffing

Pastoral Staffing	
Deputy Headteacher	Mrs Culverwell
Assistant Principal	Mr Wall
Achievement Leader year 10 and 11	Miss Bradshaw
Achievement Leader Year 8 and 9	Mr Thompson
Achievement Leader Year 7	Miss Quinn
Assistant Achievement Leader Yr11	Miss Lockton
Assistant Achievement Leader Yr10	Miss Russell
Assistant Achievement Leader Yr9	Miss Burton
Assistant Achievement Leader Yr8	Miss Whitby
Assistant Achievement Leader Yr 7	Miss Wilmott
Behaviour Intervention Assistant	Miss S Laywood
Behaviour Support Manager	Miss S Wills
Internal Reflection Manager	Mrs D Tiochta
Admissions Officer	Mrs Betteridge
Education Welfare Officer	Mrs Wragg
Attendance Officer	Miss J Whitfield
Safeguarding Officer	Mrs Thompson
Safeguarding Officer	Mrs Meakin

Roles and responsibilities

Role	Responsibilities
Form Tutors	<ul style="list-style-type: none"> • Check uniform and equipment every day. • Be the first point of contact for parents. • Consistently apply and adhere to the academy behaviour policy and systems. • Monitor and address behaviour concerns as appropriate. • Monitor and address underlying concerns and root causes of presenting behaviours that may be linked to a child's mental health. • Promote positive behaviour through the rewards system.

<p>Teaching and Non Teaching Staff</p>	<ul style="list-style-type: none"> ● Be visible during changeover and promote positive corridor conduct. ● Meet and greet students at the door. ● Check uniform and equipment every day. ● Consistently apply and adhere to the academy behaviour policy and systems. ● Establish and maintain good relationships with students; exercise appropriate authority and act decisively when necessary. ● Ensure seating plans promote positive behaviour. ● Promote positive behaviour through the rewards system. ● Regular contact with parents to create a positive partnership with the Academy. ● Recognise underlying concerns and root causes of presenting behaviours that may be linked to a child's mental health.
<p>SEND Keyworker</p>	<ul style="list-style-type: none"> ● Pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with SEND where those needs might affect behaviour; ● Set high standards and expectations for their keyworker students. ● Implement behaviour support strategies for individual students and develop proactive strategies that promote positive behaviour ● Support restorative conversations. ● Support and mentor keyworker students. ● Set targets with students to support their Behaviour for Learning, where appropriate ● Support pastoral team when communicating with home following behaviour incidents, where appropriate ● Refer keyworker students with persistent behaviour concerns to HOH/ Pastoral/ behaviour team.
<p>Curriculum Leaders</p>	<ul style="list-style-type: none"> ● Be visible during changeover and promote positive corridor conduct. ● Meet and greet students in your faculty area. ● Support the faculty to deal with any behavioural issues. ● Monitor behaviour incidents that take place within the faculty and follow up as appropriate. ● Communicate specific behaviour concerns to the Achievement Leader and other key staff to develop coordinated support strategies. ● Communicate behaviour concerns and staff training needs via SLT link. ● Harness parental support by contacting parents when issues arise. ● Promote positive behaviour through the rewards system.
<p>Pastoral team – Achievement Leaders/Assistant Achievement Leaders</p>	<ul style="list-style-type: none"> ● Set high standards and expectations for their year group. ● Implement behaviour support strategies for individual students and develop proactive strategies that promote positive behaviour within the year group. ● Facilitate restorative conversations. ● Organise and chair meetings with parents. ● Provide appropriate documentation to support the Head Teacher / Deputy Head Teacher in making decisions on sanctions. ● Monitor incidents of all natures including bullying, racist and homophobic incidents to allow them to be dealt with swiftly and appropriately. ● Counsel, support and mentor vulnerable students. ● Support and deliver interventions ● Investigate behaviour incidents, including underlying concerns and root causes of presenting behaviours that may be linked to a child's mental health. ● Set targets with students to support their Behaviour for Learning. ● Communicate with home following behaviour incidents.

	<ul style="list-style-type: none"> • Support staff with behaviour incidents through on call system out and lesson change. • Refer students with persistent behaviour concerns to AHT/SLT.
AHT/SLT	<ul style="list-style-type: none"> • Support middle leaders in ensuring positive behaviour is consistent. • Support staff with serious incidents through the on call system. • Carry out reintegration meetings following Internal exclusions/fixed term exclusions. • Ensure staff are provided with continuing professional development to support positive behaviour. • Monitor incidents beyond the Achievement Team and CL's • Support the detention system, Student Support Room and Internal Exclusion. • Support and deliver interventions • Staff induction, development and support – including regular training for staff on behaviour.
The Headteacher	<ul style="list-style-type: none"> • Reviewing this policy in conjunction with the AGB • Giving due consideration to the academies statement of behaviour principles (appendix 1) • Reviewing and approving this behaviour policy • Ensuring that the academy environment encourages positive behaviour • Ensuring that staff deal effectively with poor behaviour • Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils • Ensuring that all staff understand the behavioural expectations and the importance of maintaining them • Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully • Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff who require it, so they can fulfil their duties set out in this policy • Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary • Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
AGB (Governors)	<ul style="list-style-type: none"> • Visit the school and lessons to see the quality of Teaching and Learning and behaviours of the students within the Academy. • Attend the parent's forum and governors meeting to further develop the Academy. • Monitor rewards and behaviour trends. • Attend meetings for students who are issued final warnings/permanent exclusion due to their behaviour. <p>Da Vinci Academy expects the Academy Governing Body (AGB) to provide clear guidance to its academy relating to:</p>

	<ul style="list-style-type: none"> • Screening and searching pupils (including identifying in the school items which are banned and which may be searched for); • The power to use reasonable force or make other physical contact; • The power to discipline beyond the school gate; • Pastoral care for school staff accused of misconduct; and • When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour. • Communicate behaviour concerns and staff training needs via SLT link. • Harness parental support by contacting parents when issues arise. • Promote positive behaviour through the rewards system.
Parents and Carers	<ul style="list-style-type: none"> • Get to know the behaviour policy and reinforce it at home where appropriate • Support their child in adhering to the academy's behaviour policy • Inform the academy of any changes in circumstances that may affect their child's behaviour • Discuss any behavioural concerns with the teacher/tutor promptly • Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions) • Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy • Take part in the life of the academy and its culture
Pupils	<p>Pupils will be made aware of the following during their induction into the behaviour culture:</p> <ul style="list-style-type: none"> • The expected standard of behaviour they should be displaying at academy • That they have a duty to follow the behaviour policy • The academy's key rules and routines • The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard • The pastoral support that is available to them to help them meet the behavioural standards

Behaviour curriculum

At Da Vinci academy, strong behavior systems are pivotal to achieving what we expect to see in our classrooms. Our aim is for all lessons to be free from disruption. For behaviour in lessons, we expect:

- Teachers to know their pupils and their learning needs well
- Pupils to be happy and secure, and able to experience a sense of achievement every day
- The curriculum to be ambitious
- Teachers plan and deliver well planned lessons
- All staff to explicitly teach attitudes to learning
- Use of positive framing
- Recognition of achievement in all senses and reward
- A culture of high expectation
- That everyone is included, and all needs are met
- That the environment is well organised, inviting and stimulating
- Behaviour standards to be high, with any inappropriate behaviour being dealt with effectively
- Routines are simple and consistently used

It is, however, not just about behaviour in our classrooms. We expect positive behaviour at all points of the school day. For behaviour outside of lessons, we expect all learners to:

- Be proud to be part of their community and treat everyone with respect
- Be courteous and respectful
- Engage positively with everyone within the academy community
- Walk calmly but purposefully around the school following the movement structures that have implemented, respecting other people's physical space
- Talk politely using developed language and not shout out
- Actively engage with staff and visitors- good morning and good afternoon is the standard response that should be expected

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile Phones

Mobile phones and other smart technology with similar functionality to mobile phones can be used to seriously undermine Academy standards and the safety and welfare interests of our students. Because of this the Academy has a responsibility to regulate the use of phones on the Academy site. Phones can be brought into the Academy but **must remain turned off in student's bag for the duration of the school day**, including break and lunch time. If phones are heard or are seen the Academy will confiscate the phone and take it to reception. Phones will be returned to students at the end of the school day. Failure to hand over the phone may result in increased sanctions such as detention, internal reflection and an expectation that the phone is handed into the school office daily.

Responding to Behaviour

Systems to manage Behaviour

Behaviour incidents and sanctions are logged and monitored through our MIS (or alternative) system. SIMS (or alternative) is used to track behaviour patterns and incidents to support strategic intervention and reporting.

Classroom Management

We expect all lessons to be calm and extremely purposeful. Children and young adults will be highly engaged and have a thirst for learning. There will be true working partnership and collaboration. Our aim is for all lessons to be free from disruption.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the academy's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the academy's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Awarding A points in line with The Da Vinci Way – The 3 R's
- Awarding golden tickets and postcards
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies

- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The academy may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Detention after school
- Loss of privileges
- Referring the pupil to a senior member of staff
- Sending the pupil out of the class for isolation in a designated and supervised area
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom for an internal seclusion
- Suspension
- Permanent exclusion, in the most serious of circumstances

Removal from Classrooms

In response to serious or persistent breaches of this policy, the academy may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Arrangements for removal from classrooms at Da Vinci academy are as follows:

As follows:

- 1st instance – B1 point is issued. Student is reminded of classroom expectations.
- 2nd instance – B2 removal point issued and recorded on ClassCharts.

If a B2 point is issued,

Removal is a serious sanction and will only be used in response to serious misbehaviour or disruption to learning. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

If a student receives a B2 and is removed from the classroom, they will be expected to serve an after-school detention. Parents/carers will be informed the evening before of the detention, the reason for it and the length.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The academy will support pupils with their behaviour management via various strategies including: -

- Meetings with achievement leaders and pastoral team
- Use of learning support assistants
- Short term behaviour report cards
- Long term behaviour plans
- Alternative provision
- Multi-agency assessment

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Detentions

If a student receives a B2 in lesson they will automatically be issued a 20 minute detention the next day. Failure to attend the detention will result in a detention of increased length. More than one B2 in one day will lead to detention increasing in length by 20 minutes for each B2. A student receiving four or more B2's in a week will be issued a 90 minute senior team detention on a Monday evening. We aim to notify parents of the detention by 4.30 the day before.

Any student deliberately missing lessons will be issued with detention. If they miss part of the lesson the detention will be 20 minutes, for the whole lesson it will be 60 minutes. Missing 2 or more lessons in one day will result in a day in Internal Reflection. The Academy will inform parents via ClassCharts.

If students do not complete the detention or Internal Reflection without a valid reason they may face an escalation of the consequence.

What the Law Allows:

Teachers have the power to issue detention to students (aged under 18).

The times outside normal academy/school hours when detention can be given include:

- ✓ any academy/school day where the student does not have permission to be absent;

- ✓ weekends - except the weekend preceding or following the half term break; and
- ✓ non-teaching days; usually referred to as 'training days', 'INSET days' or 'non-contact days'.

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably when imposing a detention.

Detentions outside academy/school hours:

Staff should not issue a detention where they know that doing so would compromise a student's safety. When ensuring that a detention outside academy/school hours is reasonable, staff issuing the detention should consider the following points:

- ✓ Whether the detention is likely to put the student at risk.
- ✓ Whether the student has known caring responsibilities, which mean that the detention is unreasonable.
- ✓ Whether the parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy/school detention where the student can return home safely.
- ✓ Whether suitable travel arrangements can be made by the parent/carer for the student. It does not matter if making these arrangements is inconvenient for the parent/carer.

- be allowed to move on from the issue at hand.

Bullying

Da Vinci Academy has a separate Anti-Bullying Policy. Please refer to this for definitions, actions, prevention and support.

The anti-bullying policy works alongside the behaviour policy.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded (template in appendix 2)
- Reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Power to search and confiscation

Da Vinci Academy operate within the two sets of legal provisions which enable the academy staff to confiscate items from students.

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for "prohibited items" including:

knives and weapons;

alcohol / illegal drugs;

stolen items;

tobacco and cigarette papers;

fireworks;

pornographic images;

any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Any prohibited items (listed in section 3 and above) found in a pupil's possession will be confiscated. These items will not be returned to the pupil. . Knives and extreme or child pornography must always be handed over to the police.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf).
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Off-site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy. This means misbehaviour when the pupil is:

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

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

- Could have repercussions for the orderly running of the academy

- Poses a threat to another pupil
- Could adversely affect the reputation of the academy

Online Misbehaviour

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher / member of the senior leadership team will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

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 (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious Sanctions

Behaviour Panels

The Academy will conduct Behaviour Panels where a student has failed to comply with expectations and this Policy, despite intervention.

Students will attend Behaviour Panels with their parents/carer, or another responsible adult if their parent/carer is unable to attend. The Panel will be made up of members of the Senior Leadership team and where appropriate an AGB or Trust representative.

The Behaviour Panel will undertake an interview with the student/s and the parents/carers which will focus on: the seriousness of the situation: academy expectations: areas of concern and a commitment to the Academy's Behaviour Policy and the Code of Conduct.

Behaviour panel meetings will be minuted and a copy of the notes placed on the student file.

Internal Reflection/off site internal exclusion

A tiered approach is applied to behaviour and Internal Reflection is used for incidents that are deemed more serious than a B2 in the behaviour room. This could mean a student working in Internal Reflection for up to a 5 day period with key staff.

Off-site Internal Exclusion may also take place in another Academy setting to allow respite for the student and enable them to reflect on their behaviour. All partner Academies ensure the health and safety of students and will meet all requirements in relation to safeguarding and student welfare when using this measure. If the Academy decides to take this approach all parties will be informed to enable the provision to be a success. Relevant documentation and attendance records are updated daily.

Staff will ensure that students are kept in Internal Reflection no longer than is necessary and that their time spent in Internal Reflection is used constructively. As part of the process the student will be expected to sign a contract outlining expected behaviours in Internal Reflection and a reflection sheet

Internal Reflection operates the same attitude to learning and warning system as the behaviour room.

External exclusions

The Academy follows statutory guidance by the Department for Education. There are two types of academy exclusion:

- ✓ fixed term for a maximum of 45 days per academic year;
- ✓ permanent exclusion where a student may not return to the academy;

Exclusion whether fixed term or permanent, is the most serious sanction.

The recommended procedures are followed for:

- ✓ fixed term exclusion under 5 days
- ✓ fixed term exclusion over 5 days;
- ✓ fixed term exclusion at lunchtimes;
- ✓ Last chance managed move / Fresh Start / permanent exclusion as a last resort.

Any form of poor behaviour could ultimately result in a last chance managed move or permanent exclusion. This sanction could be for behaviour within the Academy, off site at another school (while in off-site provision or on a managed move) or for bringing the Academy into disrepute while in the community.

At Da Vinci Academy we will do our very best to support the students during every stage of the disciplinary process, to enable students to adopt standards of behaviour which support the core purpose of the Academy: Teaching and Learning.

The full support of students and their parents/carers is expected at every stage to avoid any student becoming permanently excluded.

Students are at risk of either fixed term or permanent exclusion if they:

- ✓ use physical/verbal aggression or bully other members of academy or local communities;
- ✓ persistently ignore any aspect of the behaviour policy on or off site;
- ✓ act in a manner which endangers the health and safety of students;
- ✓ persistently disrupt teachers' teaching and students' learning;
- ✓ act in a disrespectful manner towards staff.

The exclusion of a student is a very serious matter. It is not a step which we take lightly and it is the consequence of a serious breach of this Policy. Each and every situation will always be thoroughly

investigated, judged on its own merits and decided on the 'balance of probability' when all reasonable efforts have been made to ascertain the facts of the situation. When considering excluding a pupil, schools should consider any contributing factors that are identified after an incident of poor behaviour has occurred, which could include where the pupil has mental health problems.

Where appropriate, we will consider if action can be taken to address underlying causes of disruptive behaviour before issuing an exclusion. In doing so, if a child has SEN or a disability and/or is a Looked After Child, there are additional requirements and expectations of them as set out in the relevant legislation and statutory guidance. Permanent exclusion, for example, needs to be very much a last resort. However, in all cases, schools must balance the interests of the pupil against of the mental and physical health of the whole school community.

As a general guide, the following behaviour will normally be deemed serious enough to warrant exclusion being considered the most appropriate punishment:

Child-on-child abuse

Keeping Children Safe in Education defines child-on-child abuse as most likely to include but not limited to:

- Bullying (including cyberbullying, prejudice based and discriminatory bullying)
- Abuse within intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and /or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse

or humiliation used as a way of initiating a person into a group and may also include an online element)

- It can also include causing someone to engage in extremist or radicalising behaviour

Preventing child-on-child abuse

There is a whole academy approach to preventing child-on-child abuse, including child-on-child sexual violence and sexual harassment; this forms part of the whole academy approach to safeguarding. The academy will seek to minimise the risk of child-on-child abuse by ensuring an approach that prepares learners for life in modern Britain. The establishment has a clear set of values and standards which are upheld and demonstrated throughout all aspects of academy life. See safeguarding policy for further information and guidance.

Violence and physical assault:

- ✓ against another student - Internal Exclusion / off site Internal exclusion / fixed term / permanent exclusion;
- ✓ extreme or repeated act(s) against another student(s) - fixed term / permanent exclusion;
- ✓ violence against a member of staff – may lead to permanent exclusion;
- ✓ any act of physical aggression will result in exclusion; the advice is to walk away and seek help from a member of staff immediately.

All incidences of violence or assault may trigger a referral to our local community police officer and to Remedi to work with all parties concerned.

Sexual assault / harassment and sexually offensive behaviour, including EDI (equality, diversity and inclusion) incidents:

- ✓ fixed term / permanent exclusion depending on the seriousness of the incident.

Drugs and tobacco:

- ✓ being in possession of illegal drugs on the journey to and from the academy, in the academy, on an academy activity, or on academy transport including buying, selling, distributing, carrying for others or any involvement with illegal substances - permanent exclusion.
- ✓ being in possession of intoxicating liquor or alcohol, any involvement with alcohol on the journey to and from school, within school, or a school activity, including buying, selling, distributing, carrying for others or any involvement with illegal substances - fixed term exclusion.

- ✓ being in possession of tobacco or cigarettes, any involvement with tobacco or cigarettes on the journey to and from or within academies/schools, or a academy/school activity, including buying, selling, distributing, carrying for others or any involvement with illegal substances - internal / fixed term exclusion.

Vandalism and theft:

- ✓ Internal Exclusion / off site Internal exclusion / fixed term / permanent exclusion depending on the severity of the incident and also any danger caused to others.

Defying a member of staff: - behaviour room / Internal Exclusion / off site Internal exclusion/off-site exclusion/permanent exclusion

Arson, deliberately setting off a fire alarm or tampering with health and safety equipment e.g. fire extinguishers: Internal exclusions / off site Internal exclusion/ fixed term / permanent exclusion.

Extreme appearance: - behaviour room until rectified.

Bullying: - Internal Exclusion / off site Internal exclusion / fixed term/permanent exclusion.

Possession of a weapon or replica: being in possession of or supplying an item which has been made, used, or adapted for the purpose to cause harm to, or distress to, others, in academy/school including the journey to and from an academy/school or any academy/school activity, (this includes knives, BB guns and replicas/or actual firearms) - permanent exclusion.

Mobile Phones: using a camera phone to record, post on the internet and/or exhibit clips for video footage of 'happy slapping', unwanted attention and/or violence towards another person - Internal Exclusion / off site Internal exclusion / fixed / permanent exclusion.

Verbal abuse/derogatory language: - dependant on incident once investigated. Internal Exclusion / off site Internal exclusion / fixed / permanent exclusion.

Important notices:

- ✓ Where a criminal offence is suspected, the matter will be referred to the Police.
- ✓ targeting, abusing or humiliating other students, through text-messaging, through voice mail, email or through any other electronic communication will be taken as a form of bullying or harassment and will be treated as a serious offence.
- ✓ refusal to hand a mobile phone to a member of staff when requested – behaviour room / Internal exclusion.

Responding to Misbehaviour from Pupils with SEND

Recognising the Impact of SEND on Behaviour

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies

As part of meeting these duties, the academy will anticipate, as far as possible, likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Training for staff in understanding SEND support

If the answer to any of these questions is yes, the academy will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering Whether a Pupil Displaying Challenging Behaviour may have Unidentified SEND

The academy's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies.

If the academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan with the local authority, Derby City Council.

Supporting pupils following a sanction

Following a sanction, the academy will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the academy.

This could include measures like:

- Reintegration meetings
- Daily contact home
- Behaviour contracts
- A report card with personalised behaviour goals

Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Pupil Transition

Inducting Incoming Pupils

The academy will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture.

Preparing Outgoing Pupils for Transition

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure that all information and strategies used to support a pupil are passed on.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the academy
- How SEND and mental health needs impact behaviour
- Behaviour management techniques and de-escalation techniques
- The behaviour system within the academy
- Specific safeguarding training

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

Monitoring and Evaluating Academy Behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the academy behaviour culture

The data will be analysed every week and summarised every half term by DHT/AHT for behaviour and attitudes

The data will be analysed from a variety of perspectives including:

- At academy level
- By age group

- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic
- By distinct pupil group characteristics, e.g. prior attainment, phase of schooling, disadvantage

The academy will use the results of this analysis to make sure it is meeting its duties under the Public Sector Equality Duty.

Monitoring this Policy

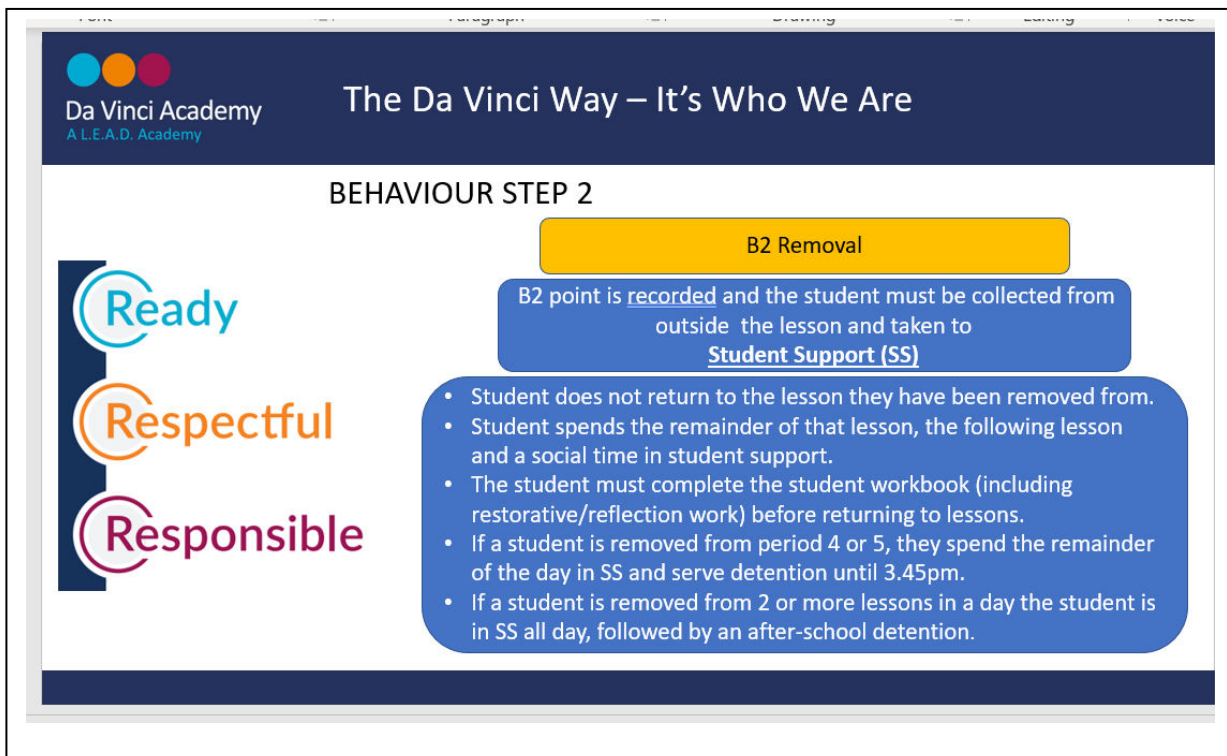
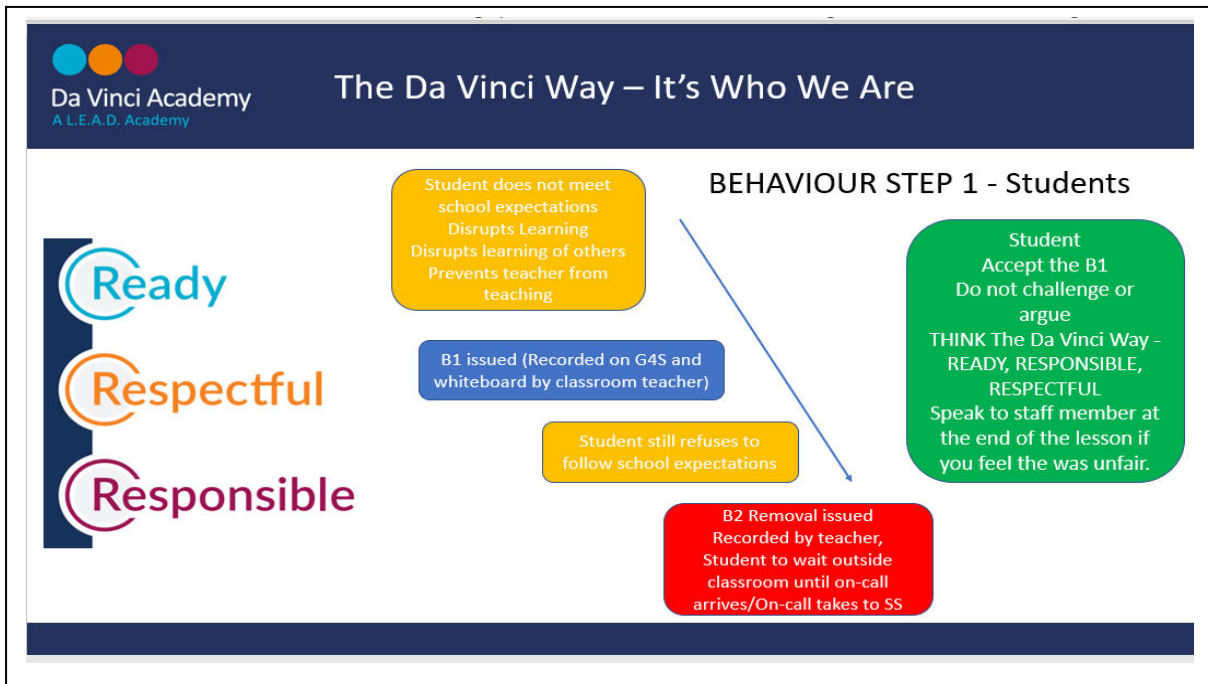
This behaviour policy will be reviewed by the Headteacher and AGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher.

Links with Other Policies

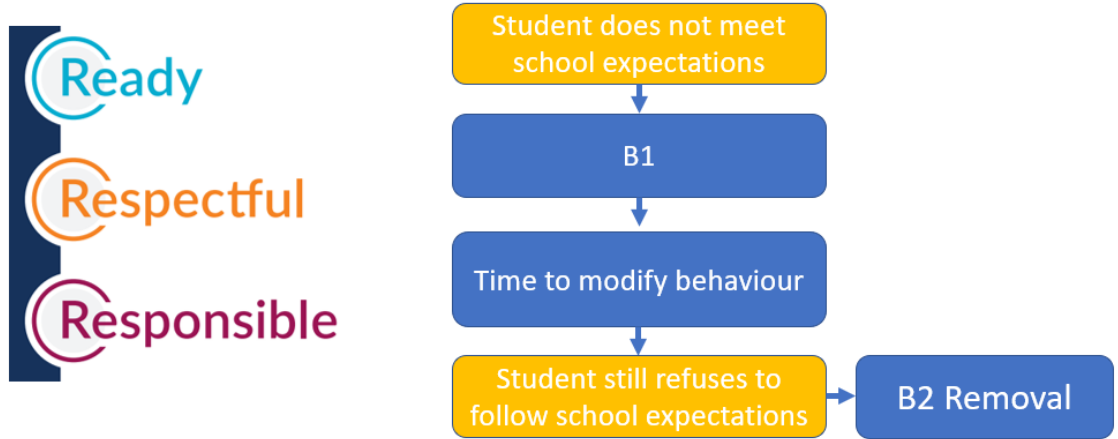
This behaviour policy is linked to the following policies:

- Exclusion and suspensions policy
- Child protection and safeguarding policy
- Equality Policy

Appendix 2 – Consequences and Rewards



Basic Behaviour Pathway Flow Chart



Parents/carers will receive a text message to confirm that their child is in Student Support

A B2 will result in an after school detention.

Failure to attend this detention will result in the Academy increasing the length of time spent in Internal Exclusion or a fixed term exclusion.

The Academy has the right to keep students for their detention.

REWARDS - You matter... we are on a Relentless Drive to be Exceptional

We believe in:

- ✓ Providing a positive and rewarding culture, permeating all aspects of school life, enabling all students to achieve their potential
- ✓ Ensuring that all students can achieve recognition of their successes and efforts
- ✓ Increasing students' self-esteem through consistent, meaningful and positive rewards

The Academy use the rewards system below to reward and recognise student's achievements. Each reward carries an agreed number of achievement points. When pupils achieve an agreed threshold of reward points additional rewards will be issued.

Rewards tiered approach

Tier One Reward- 1 point:

Strive for five reward (awarded to 5 students in each lesson who have achieved the Push for Positives focus and also those who made a significant contribution to the lesson this can be in the form of: producing a high quality piece of work, giving a detailed answer to a question, showing kindness to others, helping others, making a significant improvement within the lesson, putting significant effort into a lesson, overcoming adversity in the lesson).

All reward points are linked to our core values Ready, Respectful and Responsible.

Tier Two Reward- 2 points:

Praise Postcard - one to be given per class per week to a student who has made significant progress, shown significant effort.

Golden Tickets – awarded by The Achievement Team and SLT, to students who have demonstrated The 3 R's in the lesson.

Behaviours that exhibit our core principles of:

Ready – Arrive on time, Smart and Ready, in the correct uniform and with all of the essential equipment, enter the classroom in silence, complete the Do Now in silence.

Respectful – Move around the school with Pace and Purpose. Use STEPS everytime. To listen carefully during explanations or when another student is speaking. Applaud and celebrate success in lessons and assembly.

Responsible – To be an Upstander and report any behaviour that is unkind or goes against our academy values and rules. To always follow PRESENT guidelines when completing written work. To always do my best in lessons and when completing work at home.

Rewards:

Weekly within the form:

Each week Achievement Leader is to check on ClassCharts who is the form's highest overall points scorer and issue a rewards certificate in assembly.

Half Termly

Each half term the Achievement Leader will celebrate the students achieving the most rewards. Students who gain the most reward points will also receive rewards prizes.

Milestones: Every 100 reward points will trigger a letter home to parents to congratulate students on their amazing achievements. See example below.

Annually / per year group in assembly

500 A points = bronze award

1000 A points = silver award

1500 A points = gold award

2000 A points- platinum award

(Different prizes for each year group to reflect age group)

NB: Year 11 would need to be done in the half term before they leave.

Appendix 3 –

Appendix 3 – Behaviour Panel Process

Behaviour Panel meetings occur at Da Vinci Academy where a student has repeatedly failed to comply with expectations and despite being issued with consequences and sanctions has not refocused on learning and remains a concern to staff.

Students attend a behaviour panel meeting with their parent/carer.

The identified lead chairs the meeting. The meeting can include any number of professionals or external agencies as deemed necessary by the chair person.

Appendix 4 – The 3 R's Ready, Respectful and Responsible

Ready

Uniform Worn Correctly	On Time For Lessons	Correct Equipment

At DVA we:

- ✓ Are **'Smart and Ready'**, wearing our uniform correctly.
- ✓ Walk with **'Pace and Purpose'** to lessons.
- ✓ Are **punctual** to school and lessons.
- ✓ Complete the **Do Now** straight away.
- ✓ Always have our school bag with the **correct equipment**.

It's Who We Are.

Respectful

Listen Carefully	Track The Teacher	Follow Instructions

At DVA we:

- ✓ Use **STEPS** when speaking to others.
- ✓ Always **listen carefully** and do not talk when a teacher or student is talking.
- ✓ Always **follow all teacher instructions** - first time and every time .
- ✓ Look after our Academy and environment by keeping **it clean and tidy**.

It's Who We Are.

Responsible

Take Pride In Your Work	Stay On Task	Give Maximum Effort

At DVA we:

- ✓ Always **PRESENT** our work with pride.
- ✓ Remain **on task** throughout the lesson.
- ✓ Take **responsibility** for our own learning.
- ✓ Always **take care** of the equipment.
- ✓ Always receive feedback and **reflect** on how to improve.

It's Who We Are.

Appendix 5 – STEPS



Appendix 6 – PRESENT

DVA Presentation Strategy

P We **PRESENT** our books with **PRIDE**, beginning with the front cover.
On the front of our books, we write
- our name - the class code
- the subject - the name of our teacher

R We **RULE** a neat line under the date and the title.
Inside our books, each new piece of work begins with a date, which we underline.
We then miss a line and write the title, which we also underline.

E We **EDIT** our work and develop.
We know that errors are a part of the learning process, and we rule these through with a single line.
All improvements and developments are completed in purple pen.

S We write in **SENTENCES**.
We write, whenever instructed to by our teachers, in full sentences. If full sentences are not appropriate to the task, our teacher will inform us of this and model the appropriate format for our writing.

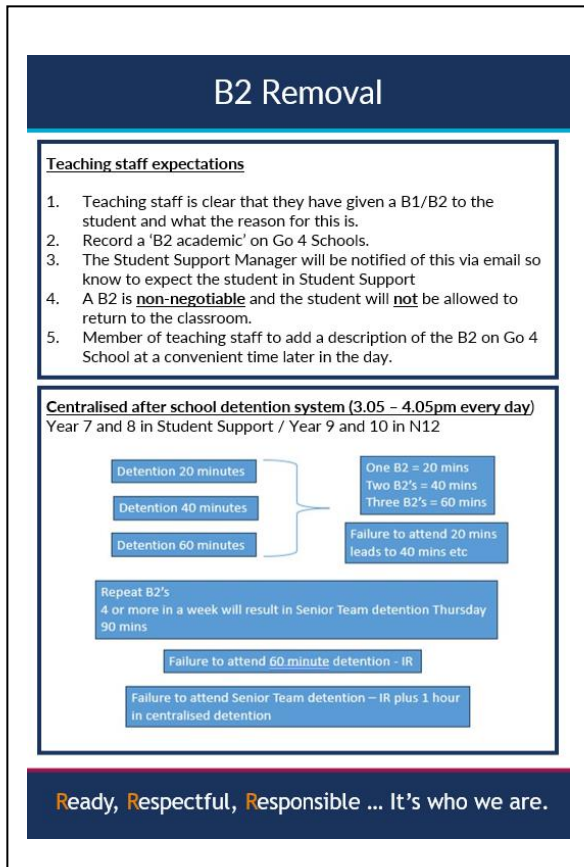
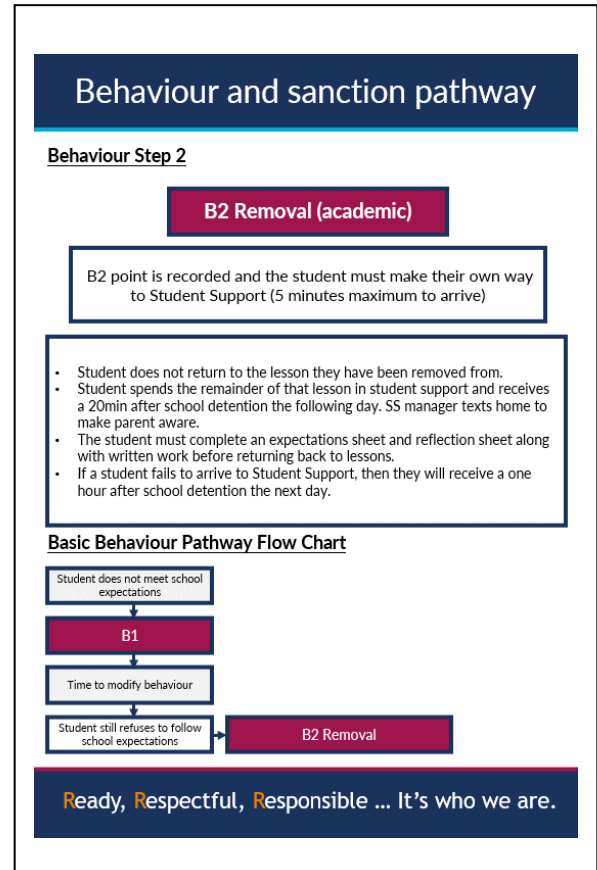
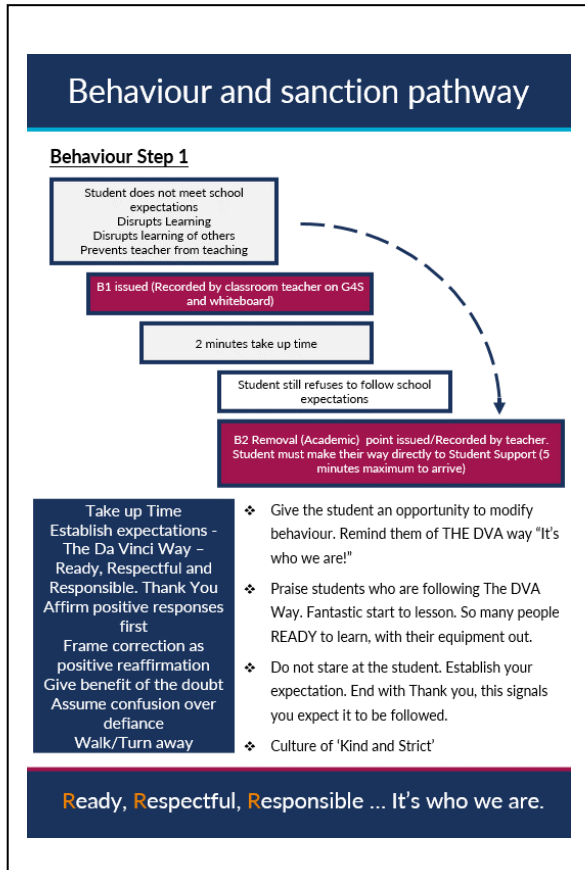
E We use the right **EQUIPMENT** for the task.
We write in black ink, and draw using pencil.
All improvements and developments are completed in purple pen.

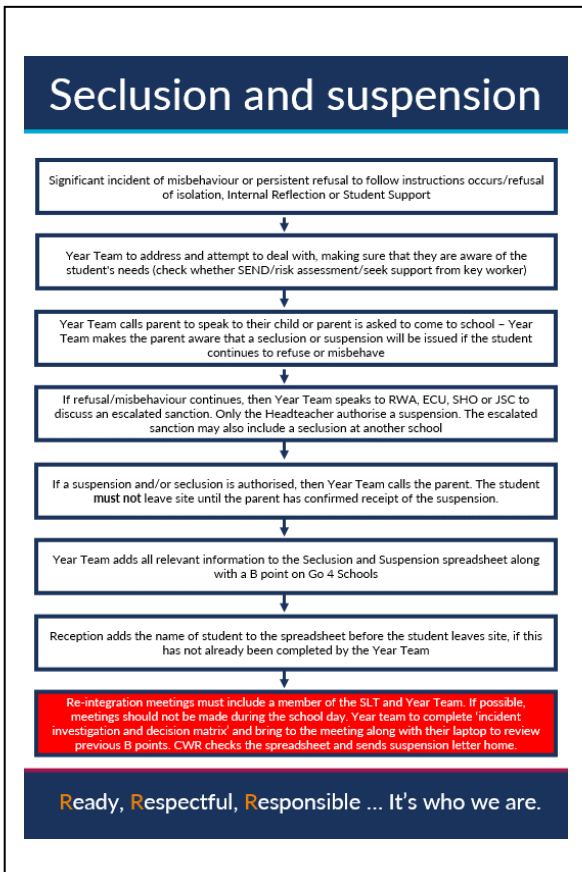
N We **NEVER** deface our books.
Graffiti or doodling on our books will not be accepted. We take pride in our books and use our lesson time effectively.

T We **TRY** our best in all of the work that we complete.
We always give 100% to our work, knowing that with persistent effort and patience, amazing things can be achieved.

It's Who We Are

Appendix 7 – Behaviour and sanction Pathway





Appendix 8 – Student Support/ IR behaviour expectations

Student Support Student Expectations

- Work in silence
- Complete the reflection sheet and all other work to the best of your ability
- Put your hand up if you need anything
- Face the front
- Stay in your seat
- Treat the room with respect and look after the equipment
- Stand behind your chair before leaving – tidy the workspace.

- For your B2 you will spend 2 lessons plus a social time in Student Support

Warning system
 Reminder 1 from SSM
 Reminder 2 – AAL/AAL On Call
 Reminder 3 - SLT.
Reminder 4 – removal to another area in school plus a one hour after school detention.

If you walk out of Student Support, then you will receive a one hour after school detention as a MINIMUM sanction.

Ready, Respectful, Responsible ... It's who we are.

Appendix 9 – Bullying Flow Chart and Poster

