



Da Vinci Academy
A L.E.A.D. Academy



"One Team, Changing Worlds"

Behaviour Policy



L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

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Our vision

Through outstanding leadership, we at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

Our principles

To achieve our vision we prioritise the four core principles for which our name stands:

Lead ~ *to show the way; to be first or foremost*

In every aspect of life, the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower ~ *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve ~ *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive ~ *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

Da Vinci Academy's Approach to Behaviour

For learning and consequently student achievement to be maximised young people need a calm, unthreatening and purposeful classroom atmosphere. The academy therefore seeks to promote effective teaching in which:

- Expectations are high, and students receive frequent affirmation for progress and achievement.
- Teachers are constructive, positive and employ effective classroom management skills. The Academy document on 'Teaching and Learning Strategies' provides guidelines.
- The self-esteem of all students is respected, with a culture of kindness.
- There is a sense of community and shared values.
- Good practice is rewarded, and achievement is not taken for granted. A rewards first culture.
- Recognition of achievement is equally accessible to students of all abilities.
- Challenging behaviour is seen as being unacceptable and there are consequences associated with such conduct.
- Challenging behaviour is marginalised by promoting good behaviour.
- Students are encouraged to play a positive role in maintaining standards and protecting the interests of each other.
- Work is differentiated in terms of students' abilities and needs.
- Behaviour which distresses or reduces effective learning for other students is not tolerated. Disruption free classrooms.

Expectations of all students beyond the school gate

Da Vinci Academy's behaviour policy allows us to regulate students' behaviour where the students are not in school or in the charge of Da Vinci Academy, e.g.:

- In the immediate vicinity of Da Vinci Academy
- On the journey to and from Da Vinci Academy
- When clearly identifiable as a member of Da Vinci Academy
- When the behaviour is witnessed by a member of staff or reported to Da Vinci Academy. Students may be outside Da Vinci Academy on school business including, for example: school trips and educational visits; college courses; sporting activities and work experience placements. In such circumstances, breaches of the behaviour policy will be dealt with as if they had taken place in the Academy. The behaviour policy extends to when students are using technologies including mobile phones and the internet. For behaviour outside Da Vinci, but not on Academy business, Da Vinci Academy may discipline a student with a sanction, including an

exclusion decided upon by the Head Teacher, if there is a clear link between that behaviour and maintaining good behaviour among the student body.

The Head Teacher will consider whether it is appropriate to notify the Police, of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the Police will be informed. In addition, Da Vinci Academy will consider whether this misbehaviour may be linked to the child suffering or being likely to suffer, significant harm. In which case, Da Vinci Academy will follow its Safeguarding and Child Protection Policy.

The Academy guides all students within a moral, spiritual and social context. The required Academy standards of behaviour are based upon the values set out in the Academy's statement of aims and principles, as highlighted in our prospectus and staff handbook.

To take appropriate and, if necessary, firm measures to reduce inappropriate behaviour including truancy, bullying, racial and sexual harassment and defiant and wilful disregard for the standards required by the Academy. At all times the Academy will respond according to statutory requirements.

The academy adopts the following as guiding principles in applying sanctions to behaviour:

- The sanction is appropriate to the offence.
- Rewards and sanctions are used fairly and consistently.
- Sanctions are restorative where possible.
- Sanctions of whole groups for the activities of a minority will normally be avoided - ringleaders should be highlighted, but care should be exercised not to label or scapegoat.
- Students have an awareness of the levels of sanctions likely to be imposed for various degrees of misbehaviour. They are clear that in its response, the Academy differentiates between a minor misdemeanour and serious misbehaviour. Students are aware of the system and likely consequences.
- The importance of not over-reacting to an incident will be recognised both in terms of fairness and of retaining flexibility for any subsequent sanctions which may be needed.

Whilst maintaining consistency of response the Academy may operate with some flexibility to take account of students' individual circumstances in reintegrating and restoring them back into the Academy after an exclusion or sanction; including those students with special educational needs and/or safeguarding concerns. Where the Academy believes that safeguarding concerns are present then a multi-agency meeting may be called to discuss both behaviour and sanctions.

The Academy will work upon the general assumption that parents are accountable for their children's behaviour and have special responsibilities with respect to dress, punctuality, homework and general politeness. The Academy will try to be supportive of parents but will expect the same in return. The Home-Academy Agreement (highlighted on our website and in the appendix of this policy) will reflect the L.E.A.D Trust principles.

Permanent exclusion will be used in circumstances in which a student poses an extremely serious threat to the safety, educational progress or welfare of students and/or staff, or when after prolonged support and warnings, the student continues to be defiant in seriously undermining the standards required by the Academy (see guidance on length of exclusions).

Fixed term exclusions are given in response to very serious incidents of bad behaviour or repeat bad behaviour. The exclusion is an outward and visible sign that such behaviour is absolutely rejected by the

Academy community and gives some time for reflection and discussion at home before normal schooling is resumed. Other sanctions may be given alongside the fixed term exclusion (see guidance on length of exclusions). After each exclusion, a reintegration meeting will be held with the student, parent and relevant members of staff, to ensure the student and parent understand the expectations of the school. Until this meeting has taken place, the student will be removed from the main body of the Academy. Where an exclusion is used as a sanction, appropriate intervention will be considered to support the positive improvement in behaviour of the student concerned.

The Academy is a health promoting agency and as such will respond to misdemeanours which are potentially threatening to individuals or others. Bringing any prohibited item onto the Academy site which has the potential to do serious damage to other students is likely to result in a punishment which will include **at least** a fixed term exclusion. Such items include, but are not restricted to, illegal substances and offensive weapons.

The length of any fixed term exclusion will be the minimum that it is judged necessary to achieve the desired effect (see guidance on length of exclusions).

Within the resources available the school will take positive steps to provide effective support for students who experience behaviour management problems.

Da Vinci Academy Behaviour System

Sanctions

Behaviour can depend upon many factors and it is not possible to standardise sanctions relating to behaviour in an absolute manner. Ultimately, it is at the discretion of all members of staff as to when the sanction is issued to a student. This decision is respected and adhered to by students. A range of sanctions can be used by the school that are commensurate with a student's actions.

Detentions/restorative meeting

Students can be detained after school without parental consent. Detentions/restorative meeting can be issued on the same day. Where possible every effort will be made to notify parents of a detention where it is to be served on the same day. Detentions should not last for longer than one hour unless with the agreement of parents.

Notification to parents of a detention may be conveyed through a text or verbal message from the Academy, a letter, or via our Go4Schools platform. The 1997 Education Act assumes that parents have received the information and so an acknowledgement from the parent is not required. Detentions will often include restorative activities that make a contribution to the Academy or neighbouring environment.

The behaviour system is based on a culture of kindness, disruption free classrooms and the Academy 3 R's Ready, Respectful and Responsible. The supportive process around these values aim to guide students to make better choices. The process is simple "behaviour points-B points" are issued according to the level of disruption observed by the Academy.

As follows:

- 1st instance - **(ROE)** Reminder of expectations issued by member of staff to student, student name is placed on the white board - **no behaviour points issued.**
- 2nd instance - **B point** issued, a student is then asked to leave the lesson and has five minutes to arrive at (RTL) Ready to Learn. (or 1st serious offence)

If a B point is issued, a text message is automatically sent to parents. A phone call is made to parents within 24 hours to discuss the issue and a restorative meeting with the member of staff also takes place within this period.

On call can be used by a member of staff if the first 3 steps above have been exhausted. On call can also be called if the need or if an emergency arises.

Very serious or unusual incidents will be dealt with by the Curriculum Leader in conjunction with the Achievement Leader.

Subject teachers should work with their department with the support of the achievement team for ongoing issues and concerns.

All sanctions applied to students will be issued at the discretion of staff based upon the Academy's high expectations for conduct and achievement.

Making Judgements about the Seriousness of an Offence

The Academy, whether it be inside or outside of the classroom, will consider the following incidents as serious, when a student:

- Brings danger, threat or intimidation to self or others.
- Is judged to seriously undermine the standards upon which the Academy ethos is based or to bring the reputation of the Academy into disrepute.
- Is involved repeated disruption, defiance or rudeness.
- Causes serious deliberate damage.

Examples of Misdemeanours likely to be regarded as very serious

These would include, but are not necessarily limited to, physical aggression, possession of illegal substances or offensive weapons, bullying or sexual/racial harassment, use of extremely obscene or defiant language, bringing dangerous (including inflammable or explosive) materials on the site, vandalism, serious misdemeanours which continue in a defiant manner despite warnings and support, repeated disruptive or defiant behaviour, foul language or calculated idleness, causing local residents to object to the behaviour of our students and malicious allegations against staff.

Informing Parents & Carers

We seek to work in co-operation with parents and carers. It is general policy to bring all incidents of serious behaviour to the notice of parents. Parents will be notified of less serious incidents if sanctions entail an after school detention or if on general welfare grounds it is judged appropriate by staff to inform or discuss the issue with the parent. A simple example of this would be informing parents of non-completion of homework through a text message, a phone call or Go4Schools. In the event of exclusion every effort will be made to inform parents prior to the student going home with news of the exclusion. It may be appropriate to defer the final decision about exclusion until after parents have been contacted.

Situations in which Students or their Parents provide information which could be self-incriminating

Where any disclosure is made that illegal or dangerous behaviour has occurred, the relevant authorities will be informed

The Conduct of Enquiries into Incidents of Bad Behaviour

Academy discipline enquiries will be conducted within the context of:

- 'Loco parentis' (not as a legal enquiry) i.e. conclusions may be reached upon an assessment of the whole situation and knowledge of the children involved and not necessarily upon absolute proof.

A reasonable response in terms of:

- The amount of time given to the enquiry.
- Balancing probability when absolute proof is not possible.
- Assessing the relative reliability of witnesses on the probability of them telling the truth or not.
- The consistent application of policies. Students should learn from experience to expect fair and consistently applied punishment for bad behaviour. Which clearly makes the distinction between serious and minor offences. Care should be taken to avoid scapegoating.

If within an enquiry a student or their parents raise wider issues which they believe has contributed to the incident/s of bad behaviour, the School will take reasonable steps to investigate. However, the general assumption that such wider issues can be used as an excuse cannot be accepted.

Policies on Specific Serious Behaviour Issues

Assaults

Assault, intentional or reckless act which causes a person to fear or expect immediate unlawful force or personal violence. Battery is the infliction of the unlawful violence. Both should be considered as very serious offences but as the behaviour is criminal school should first check whether the victim intends to report the matter to police. The Academy may act in addition to the police.

The Academy may need to address multiple issues, the offence, and the fear of the victim of the possibility of reprisal.

Knives and Offensive Weapons

In the case of banned items with the potential to cause harm to others, exclusion should normally form part of the sanction. In the case of the blatant carrying of an offensive weapon or if serious injury has been caused or threatened, permanent exclusion may be an appropriate response. If a student brings a knife and/or offensive weapons onto the school site, the police will be called.

Banned items:

Laser pens, aerosols, matches, lighters, cigarettes/tobacco, alcohol, e-cigarettes, vape liquid, drugs or pornography. Any item that is considered to incite racial, sexist, homophobic or religious hatred is strictly prohibited at Da Vinci Academy. Parents and the appropriate authorities will be notified if, in the school's opinion, a student arrives at the Academy under the influence of drugs, alcohol or other banned or illegal substances.

Drugs and Banned substances

Includes all illegal substances, alkyl nitrites (poppers), aerosol cans, correcting fluid and other volatile substances. If a student is found in possession of a banned item on the Academy site, it will result in a serious consequences with the possibility of permanent exclusion. Possession of drugs on the Academy site, except in exceptional circumstances, will result in permanent exclusion.

To establish clear procedures for dealing with situations in which banned substances are found or there is a suspicion that they have been brought into the Academy. Procedures to include seeking police and/ or medical assistance and informing parents, giving advice on counselling etc.

If an accusation is made against a student which cannot be verified by the Academy, the Academy should assess the reliability of evidence and if there is a reasonable chance that there could be some truth in the accusation, the parents should be informed. Depending upon the circumstances, it will be decided whether to contact the Police.

Police Involvement

In the event of the Police becoming involved in an enquiry the Academy may consider it to be appropriate to allow them to complete their enquiries. Then decide upon the action they propose to take before completing the school enquiry. A likely exception would be if for the safety of the Academy community, it was decided to exclude a student.

There may be circumstances in which the Academy makes the decision to involve the Police because of incidents which have occurred within the Academy. This falls under the Academy's package of restorative practice. Local police may be asked to speak to students to discuss potential consequences of poor behaviour and seek to increase the student's understanding in this area.

The Academy will only supply personal data directly to the Police and without parental permission if Derbyshire Constabulary form 807 is produced, signed by an Inspector. Without this the school will need to check the permission of parents to provide contact information.

Exclusions – Graduated Response

The sanctions systems, with respect to exclusions, is a graduated response to behaviour that is either disruptive to the learning of others within the classroom or harmful to the general wellbeing of an individual student (or a group of students). Da Vinci Academy has a zero tolerance for repeatedly poor behaviour exhibited by any student. Such behaviour will result in an exclusion for a fixed period or a permanent exclusion, depending on the severity of the behaviour demonstrated by the student.

Legal Context

The Academy and Governors' Disciplinary Committees will work within terms of statutory guidance and procedures including, if appropriate, guidance from SEND for students with (EBD) emotional and behavioural difficulties.

The purpose of the exclusion

- To make a clearly understood statement, that certain behaviour is not to be tolerated within the academy;
- To face students and parents with their responsibilities in terms of responding to serious disciplinary issues;
- To protect the educational, physical and social wellbeing and/or safety of other students;
- To protect the wellbeing and/or safety of staff.

Situations when exclusions may be deemed to be an appropriate response

Serious breaches of Academy discipline possibly involving violence, certain criminal behaviour, the use of extremely obscene language, risks to other students' well-being and safety, possession of illegal substances, extreme defiance or insolence, making malicious allegations against staff or bringing the reputation of the school into disrepute.

Less severe but nonetheless serious matters of discipline when earlier warnings have not been heeded (e.g. vaping after due warnings for a previous offence). Consideration will also be given prior to exclusions based on a pattern of poor behaviour.

Consistent poor behaviour in lessons leading to disruption of the learning of other students is an excludable offence as we do not expect any student to impede on another students' life chances by disrupting their learning opportunities.

Our graduated response is based on our "1 – 3 – 5" pathway system, explained below:

- **1** – One day exclusion following either a repeated period of offences or a single offence that demonstrates either deliberate defiance, behaviour that puts the student and/or their peers at risk or an assault on another student. Following the one-day exclusion, the student (to return to the Academy) must appear (with their parent/carer) at a reintegration meeting with their Assistant Achievement Leader or their Achievement Leader or member of the Senior Leader Team (SLT). The student, as part of their reintegration, will complete a "reflective journal" where they will identify why they were excluded, the choices that she/he made and, if faced with a similar situation in the future, what better choices they will make. The student will then be placed on report to their Achievement Leader with three clear targets which they must achieve. **A report is designed to encourage students to continuously reflect and correct their behaviour to ensure improvement is made and poor behaviour is not repeated.** The student will remain on report for a minimum of three weeks and the report will be reviewed with the parent/carer on a weekly basis. It is at the discretion of the Academy as to when the student will be removed from being on report.

- **3** - Three-day exclusion will be issued to a student if, having received the one-day exclusion and having been on report, they show no considerable signs of improvement in behaviour or attitude to learning. As with the one-day exclusion, the student must have a reintegration meeting with their parent/carer present and, at this stage, the student will meet with the Achievement Leader and/or the Assistant Head Teacher alongside the Deputy Head Teacher. The student will also complete their reflective journal and be placed on report to an Assistant Head Teacher. As with the one-day exclusion, the student will be placed on report for a minimum of three weeks and their report will be reviewed with the parent-carer on a weekly basis.

- **5** – Five-day exclusion will be issued to the student who has either failed their report having previously received a three-day exclusion or to a student who has displayed behaviour which presents itself as a serious concern to the wellbeing of other students and/or staff (E.g. violent conduct). When the five-day exclusion is completed, a reintegration meeting will take place between the student, the parent/carer and the Head Teacher/Deputy Head Teacher. The student will be placed on report to either the Deputy Head Teacher or the Head Teacher, which will represent a final warning to the student regarding their conduct.

If a student, following a five-day exclusion, continues to present poor behaviour that disrupts the learning and/or wellbeing of students or staff, then a permanent exclusion will be issued.

If while on the 1-3-5 pathway (or in any other circumstance) the student commits an offence that would normally result in permanent exclusion, such as bringing drugs onto site, the pathway will be suspended, and usual policy will apply.

Exclusions are recorded in the student's file. Normally on a first exclusion a student is told that if, on returning to the Academy, behaviour improves the matter will not subsequently be referred to. The Academy reserves

the right to inform others of the incident if behaviour does not improve. This could involve including information about the behavioural problems in future references.

Monitoring exclusions

Exclusions are carefully monitored including numbers over time of exclusions. This is a measure of the success of the behaviour policy.

Providing appropriate work during exclusion

The Academy will provide appropriate and sufficient work to students for completion during an exclusion. Work will be collated by the relevant Assistant Achievement Leader and sent home. Should a student be permanently excluded by the Governors the LA assumes responsibility for schooling following the Governing Body's final decision.

Public examinations during an exclusion period

The Academy will make sufficient arrangements for excluded students to sit any public examination which fall within the exclusion period. However, the examination may be supervised in isolation or held at another examination centre for example at another local school.

Where a child should be during exclusions

Parents have a duty to ensure that when their child is externally excluded that he/she is not present in a public place during Academy hours during the first five days of an exclusion, unless there is reasonable justification for this. It will be for parents to show reasonable justification. If parents do allow their child in a public place, then they may receive a penalty notice from the LA. They must also ensure that their child does not come to Da Vinci Academy during the period of exclusion, especially to meet friends, at the end of the school day.

Ready to Learn

Ready to learn may be used to internally isolate a student from mainstream lessons following the issue of a B point. The timings for the day are 9:00am-3:45pm. Breaks and lunchtimes are part of the sanctions within ready to learn and arrangements will be made for the student to collect their lunch. As per an external exclusion the Academy will provide appropriate and sufficient work to students for completion during their time in ready to learn. Students will be required to undertake all work set by teaching staff to ensure their progress is not hindered.

If students refuse to follow the expectations determined by the member of staff, the students may be placed in ready to learn (and placed onto the 1-3-5 pathway). In some cases, students may be asked to serve periods of time (as part of their exclusion) at an alternative school within Derby City.

Da Vinci Academy, as part of the L.E.A.D Trust wish for every student to be as successful as they possibly can. However, if it is felt by the parent/carer and/or the Academy that the student may need a fresh start to their education elsewhere, then a managed move may be a possible option for the child.

Running directly in conjunction with our behaviour sanctions, we at the Da Vinci Academy have a set of non-negotiables that we expect of the students and parents/carers to adhere to:

- Lateness to lessons – We are preparing students for the world of work. Repeated lateness in the world of work will, invariably, lead to an individual losing their job/income. Therefore, we do not expect students to get into such habits through either repeatedly being late for school or lessons. Three incidents of lateness in one week (either in the morning or to lessons) will result in a one-hour SLT detention on Friday.

- Mobile Phones - 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 ring or are seen the Academy will confiscate the phone and take it to reception. Parents will then be informed that the phone will only be returned directly to them. For subsequent confiscations, parents will be required to meet with the respective Achievement Leaders and Assistant Achievement Leader.
- Searching and Confiscation of Inappropriate Items - The Academy can search students and bags without consent for knives, weapons, alcohol, illegal drugs, tobacco/cigarette papers, vapes, fireworks, pornographic images, stolen items, any article that has been or is likely to be used to commit an offence or cause personal injury to others or damage to property. A search can be undertaken if the Academy has reasonable grounds for suspecting that a student is in possession of a prohibited item. Items found will be retained by Academy staff and may be handed to the Police where necessary. Reasonable force may be used to search for these items where necessary. During a search, students will not be instructed to remove garments that are not outer garments. For clarity outer garments means clothing that is not worn next to the skin but does include, hats, shoes, boots, gloves and scarves. Section 91 of the Education and Inspections Act 2006, enables Academy staff to confiscate, retain or dispose of a student's property, where reasonable to do so. Schools are not required to inform parents before a search takes place or to seek consent to search their child.
- The Use of Physical Restraint - Staff should avoid all use of physical restraint unless students are in danger of harming themselves or others, causing serious damage to equipment or property or committing an offence. In such cases physical restraint will be kept to the minimum required. If physical restraint is used the incident should be logged and reported immediately to the Head Teacher.

ANNEX: Responsibilities and Accountabilities

Accountabilities of all members of staff at Da Vinci Academy

Act to support a consistent approach to routine matters of maintaining standards and discipline about the site including behaviour, good order, litter and appearance.

Accountabilities of Subject Teachers

- Act on routine incidents of minor disruption, poor punctuality, incomplete homework etc.
- Act upon any incidents of poor behaviour, lateness, or homework failure using the agreed Academy behaviour system, together with any rewards given. This includes incidents of poor behaviour that may occur on school visits.
- Record on Go4schools (ROE) any incidents of homework failure, repeated lateness, or persistent minor misbehaviour.
- Ensure when a behaviour point is issued that the incident is recorded on Go4Schools and a restorative meeting with the student takes place.
- Refer to the Curriculum Leader for all cases of repeated misdemeanours in the classroom.
- Use the staff on call system for serious issues.
- Ensure all areas of the Academy are calm and purposeful through consistently applying the Da Vinci behaviour system and Academy principles.
- Demonstrate behaviour expectations of the students through effective modelling.

Accountabilities of Curriculum Leaders

- Monitor the behaviour of students within their department through department meetings, lesson observations and learning walks.
- Support members of the department by reinforcing sanctions for persistent offenders.
- Keep the achievement team informed of actions taken.
- Ensure a rota or system is in place to support colleagues in the moved within department system where a student can be sent throughout every lesson.
- Refer directly to the Assistant Achievement Leaders (AAL) and Achievement Leaders (AL) for incidents that go beyond the normal departmental problems.
- Ensure that staff within their department contact home when students display poor behaviour.
- Request AL/AAL and SLT support for classes where problems persist despite the use of standard sanctions through identification of "hot-spot" lessons.
- Ensure all areas of the school are calm and purposeful through consistently applying the Da Vinci Behaviour Policy and Academy principles.
- Demonstrate behaviour expectations of the students through effective modelling of positive behaviours.

Accountabilities of Tutors

- Monitor attendance, punctuality, appearance and behaviour and act as appropriate.
- Be aware of students who have SEND needs and provide support, accordingly.
- Discuss "referral" issues with students concerned, following up with action where appropriate (E.g. phone call home).
- Remind students of detentions, support attendance when needed.
- Ensure all areas of the Academy are calm and purposeful through consistently applying the Da Vinci Academy Behaviour Policy system and the Academy principles.
- Demonstrate behaviour expectations of the students through effective modelling of positive behaviours.

Accountabilities of Assistant Achievement Leaders

- Monitor the numbers and nature of referrals given within their year group(s) by keeping an up to date record.
- Take appropriate action with students where there is a problem that is general to the student rather than being confined to a certain subject. Action could include extra work, detention, review meeting (including parent), on report etc.
- Refer to Achievement Leaders where the normal sanctions have failed to bring about improvement.
- Ensure all areas of the Academy are calm and purposeful through consistently applying the Da Vinci Academy Behaviour Policy system and the Academy principles.
- Demonstrate behaviour expectations of the students through effective modelling of positive behaviours.

Accountabilities of Achievement Leaders

- Ensure that all students within their year groups are making optimum progress and that any behaviour-related barriers to learning are addressed through the Assistant Achievement Leaders.
- Take appropriate action with students who are not responding to sanctions put in place by the Assistant Achievement Leaders and work with the SLT to implement the next level of sanctions (E.g. Achievement Leader Report; parent/carer meetings);
- Refer to SLT link where the sanctions have failed to bring about improvement.
- Ensure all areas of the Academy are calm and purposeful through consistently applying the Da Vinci Academy Behaviour Policy system and the Academy principles.
- Demonstrate behaviour expectations of the students through effective modelling of positive behaviours.

Accountability of the Deputy Head for Achievement and Behaviour

- Strategically lead the team of Achievement Leaders and Assistant Achievement Leaders to ensure that all students are compliant with the behaviour expectations of the Academy.
- Monitor the numbers and nature of referrals given across the Academy by keeping an up to date record of all students' behaviour.
- Support Achievement Leaders and deal directly with behaviour and disciplinary cases appropriately referred, applying the necessary sanction.
- Refer to the Head Teacher where repeated sanctions and disciplinary cases have failed to bring about a substantial improvement of behaviour.
- Ensure all areas of the Academy are calm and purposeful through consistently applying the Da Vinci Academy Behaviour Policy system and the Academy principles.
- Demonstrate behaviour expectations of the students through effective modelling of positive behaviours.

Accountability of the Assistant Head Teachers

- Support the Deputy Head Teacher of Achievement and Behaviour to ensure that behaviour expectations are consistently high throughout the academy.
- Work with curriculum leaders through line management meetings, to identify how to best support classes where problems persist despite the use of standard sanctions, in order for the students to make the best progress.
- Ensure all areas of the Academy are calm and purposeful through consistently applying the Da Vinci Academy Behaviour Policy system and the Academy principles.
- Demonstrate behaviour expectations of the students through effective modelling of positive behaviours.

Accountability of the Deputy Headteacher

- Promote good order and discipline in school including student self-discipline, proper regard for authority, good behaviour and respect for others.
- Support the Head Teacher to ensure the Assistant Head Teachers and other senior staff have a high profile at lunch time and other times during busy circulation periods and that all teaching staff conscientiously fulfil statutory duty commitments.
- Ensure that procedures are followed and accountabilities are met.
- Work with the SLT to develop all teaching staff in the skills of classroom management and give clear guidance on: Dealing with crisis; intervening in fights between students; dealing with intruders; using and recording physical constraint.
- If appropriate, support the Head Teacher to sanction exclusions.
- Demonstrate behaviour expectations of the students through effective modelling of positive behaviours.

Accountability of the Head Teacher

- Promote good order and discipline in school including student self-discipline, proper regard for authority, good behaviour and respect for others.
- Ensure students experiencing behavioural difficulties are given support and opportunity to improve their behaviour.
- Ensure that the senior staff has a high presence at lunch time and other times during busy circulation periods and that all teaching staff conscientiously fulfil statutory duty commitments.
- Ensure that staff, parents and students are in no doubt about expected standards of behaviour, the consequences of not achieving the required standards and what the school would regard as serious misbehaviour possibly resulting in exclusion.
- Ensure that procedures are followed and accountabilities are met.
- If appropriate, sanction exclusions.
- Work with the SLT to develop all teaching staff in the skills of classroom management and give clear guidance on: Dealing with crisis; intervening in fights between students; dealing with intruders; using and recording physical constraint.
- To report to the Governors termly on the number of exclusions giving reasons and social data of students.
- To follow direction from the disciplinary committee to readmit excluded students.
- Ensure all areas of the Academy are calm and purposeful through consistently applying the Da Vinci Academy Behaviour Policy system and the Academy principles.
- Demonstrate behaviour expectations of the students through effective modelling of positive behaviours.

Accountability of Governors

- To influence the school ethos and the school's standing within the community.
- To ensure that there are clearly documented and well understood criteria and procedures for dealing with disciplinary issues including exclusions.
- To prepare a written statement of general principles on discipline.
- To keep under review the use of exclusions within the wider disciplinary context. (Governors can be asked by parents or students over 18, to review a fixed-term exclusion and must formally sanction a permanent exclusion).
- To establish a Discipline Committee made up of 3-5 members (possibly drawn from a pool) to review use of exclusions, decide whether to confirm exclusions of more than 5 days within one term and to hear parents' appeals. (The Discipline Committee must meet to consider a fixed period of more than 15 school days within a term within 15 school days. Consideration of exclusions of between 6 and 15 days in a term must take place within 50 days).

- Governors can require the Head Teacher to reinstate in exclusions of more than 5 days or an exclusion involving opportunities to take public examinations. Governors have the right not to sanction the Head Teacher's decision to permanently exclude.
- Must keep an admissions and attendance register and distinguish between authorised and non-authorised absences.

Accountability of Local Authority (LA)

- The LA has a duty to advise the Governors' Discipline Committee on the appropriateness of an exclusion.
- The LA must set up the Appeals Panel which has the power to direct the reinstatement in the case of permanent exclusion. The LA Appeals Panel must give the Governing Body the opportunity to express its view.

Appendix 1: Letter to inform Parents of Warning Meeting

Dear Parent/Carer

Unfortunately, I am writing to inform you that <INSERT CHILD'S NAME>'s behaviour at Da Vinci Academy has fallen below our high expectations. As a result, they are affecting the learning of others through their non-compliance with our behaviour policies and expectations.

Due to the consistency and severity of <INSERT CHILD'S NAME>'s behaviour I am left with no alternative but to formally advise you and <INSERT CHILD'S NAME> that if this behaviour continues then there will be serious consequences for <INSERT CHILD'S NAME> and their future at Da Vinci. From <INSERT DATE> <INSERT CHILD'S NAME> will be placed on a 1,3,5 behaviour programme which is designed to provide clarity and promote responsibility within <INSERT CHILD'S NAME>'s for their behaviour and the consequences thereof.

<INSERT CHILD'S NAME> will meet me and the relevant member of staff to read through their behaviour logs. This will explain to <INSERT CHILD'S NAME> the severity of their behaviour and why an immediate improvement is needed. <INSERT CHILD'S NAME> will be informed that any serious behavioural incidents that occur in the future will be dealt with the following exclusions:

- 1 day - 3 days - 5 days

After each exclusion you would be invited in to meet the relevant Achievement Leader and Senior Leader to discuss the nature of <INSERT CHILD'S NAME>'s exclusion and how to avoid it reoccurring.

Hopefully this meeting will be the only time I have to speak to <INSERT CHILD'S NAME> about their behaviour in a negative manner. However, if after 5 days, <INSERT CHILD'S NAME>'s behaviour has not improved then the school will consider all options regarding <INSERT CHILD'S NAME>'s future at Da Vinci Academy.

I accept this is a difficult letter to receive but I know that working together we can significantly improve <INSERT CHILD'S NAME>'s behaviour so they can be successful at Da Vinci Academy.

Many thanks for your anticipated support.

Yours faithfully,

Mrs. K Roberts – Head Teacher

Appendix 2: Equality Impact Assessment Policy Checklist

EQUALITY IMPACT ASSESSEMENT OF DVA POLICY						
Type of Policy	Behaviour and Exclusion Policy					
PART 1	Positive Impact – reducing inequalities					
Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied. D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships	How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist? All students and staff will understand the consistent approach to behaviour management and sanctions applied at Da Vinci. Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics? No.					
Characteristics Indicate areas of likely impact ✓	Promote equal opportunities	Get rid of discrimination	Promote good community relations	Get rid of harassment	Promote positive attitudes	Promote/ protect human rights
D	✓	✓			✓	✓
GA	✓	✓			✓	✓
P	✓	✓			✓	✓
R	✓	✓			✓	✓
R/B	✓	✓			✓	✓
S	✓	✓			✓	✓
SO	✓	✓			✓	✓
A	✓	✓			✓	✓
M/CP	✓	✓			✓	✓
Equality Impact Assessment of DVA Policy	Records					
Name of people responsible for policy	K Roberts and G Tyers					
Date of EIA Policy	20/7/18					

Appendix 2: Equality Impact Assessment Policy Checklist

Equality Impact Assessment of DVA Policy	Evidence
PART 2	
Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied. D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships	What is the evidence for your answers above? (list any quantitative and qualitative) Behaviour and Exclusion Data stored Centrally. Data is analysed and evaluated on a half termly basis. Report to SLT/Governors via termly report.

Equality Impact Assessment of DVA Policy	Conclusion
PART 3	Current evaluation indicates that bullying concerns are addressed quickly and effectively, but that there are bullying issues in and around Da Vinci Academy that affect specific groups.
Summary of findings	

Equality Impact Assessment of DVA Policy	Next Steps		
PART 4			
Category	Actions	Target Date	Person(s) responsible
Next Steps – Action Plan			
Practical changes required to reduce adverse impact.	Analysis and evaluation of data – changes implemented.	On-going	K Roberts and G Tyers
Monitoring and evaluation and Review (publish revised policy)	Outcomes reported to SLT/ Governors via report.	On-going	K Roberts and G Tyers

Policy Statement

Introduction

This statement 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 in order to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust aim is for the academy community to flourish in an atmosphere of mutual respect and an agreed code of conduct.

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.

Cross Reference: Exclusions Policy

Legislative Framework

[Education and Inspections Act 2006: Section 88.](#)

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the high expectations on 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.

Acceptable and Unacceptable Behaviour

The chart on page 4 gives examples of behaviour the L.E.A.D. Academy Trust defines as 'acceptable' and 'unacceptable'.

We expect each academy to:

- have a whole-school behaviour policy which details its approach to behaviour management
- involve all 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 ensure their support
- make positive recognitions of pupil achievement
- ensure that if things go wrong, pupils are given the opportunity to put things right.

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
- 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.

Detailed records are kept of both positive recognition and consequences.

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, it will be necessary to consult the Headteacher and inform the Inclusion Lead. Following consultation with the appropriate staff and parents a plan of support will be agreed. or, if the pupil is at risk of exclusion, a Pastoral Support Programme (PSP). The principle purpose of the PSP is to clarify what needs to be done in the immediate short term to help the pupil and start to enable the pupil to make progress.

A Common Assessment Framework (CAF) may also be considered if it is felt that there are other issues affecting the pupil's behaviour which could be better addressed through a multi-agency action plan. Each academy will refer to its own Local Authority Social Care Multi-agency CAF arrangements.

Exclusion

Ultimately a pupil who refuses to behave in an acceptable way may be excluded, for a Fixed Term period or this may be a Permanent Exclusion, from the academy, for, for example, violent assault on another pupil or an adult, verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour. [See Exclusion Policy and Exclusion Toolkit]

Use of outside agencies

The following outside agencies are available to support parents/carers/pupils who are experiencing difficulty

- Education Welfare Officer (EWO)
- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service
- Parent Partnership

The Inclusion Lead and the Headteacher will advise teachers and parents on which service would be most appropriate and how to contact them.

Equality statement

All behavioural strategies are applied equally to both girls and boys throughout the academy, regardless of age, gender, sexuality, race, nationality or ability.

Monitoring, evaluation and review

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

The Inclusion Lead will monitor numbers of pupils at various stages of the behaviour plan. This will be done on a half termly basis.

The governing body, via the SEN Link Governor, will review progress made and the effectiveness of the policy on an annual basis.

The Trust Board scrutinises the exclusion data and any issues reported in the Quality Assurance (QA) visits made by the Director of Schools.

Pupils should	Pupils should not
show respect for each other regardless of race, culture, gender, sexuality or religion	in any way verbally or physically mistreat anybody else
show respect for adults including following instructions when asked	show disrespect towards adults
be polite to others	engage in bullying and/or teasing
show respect for property belonging to others and to the academy	damage other people's property, including that belonging to the academy
show respect for people's right to learn	disrupt the learning of others
wear the full academy uniform	wear make-up or more than one pair of silver studded earrings in the lobe
be punctual to the academy and to lessons	be late to the academy and lack punctuality when on academy premises
ask permission from a member of staff before leaving a classroom	leave classes without permission
hand in all work on time	fail to hand in homework on time
attend the academy ready to learn with the correct equipment	eat or drink during lessons including the chewing of gum
work to the best of their ability during lessons	bring mobile phones, ipods/ipads or other electrical items to the academy without the permission of the Headteacher
use academy ICT facilities sensibly and safely	access other pupils' files and documents on the academy ICT network premises
bring in notes explaining any absences from the academy	smoke in or near the academy
Look after all academy property	steal academy property or that of other pupils
	Engage in any other activity in or out of the academy which could bring the academy in to disrepute