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DOWNHAM MARKET  
ACADEMY

**Downham Market Academy**  
**Behaviour Policy**  
**2017 - 18**

# Behaviour Policy 2017-18

## 1. Why we have this policy

Excellent behaviour in school is vital in helping all students to realise their potential. Students, parents, teachers and governors have all made their views clear that effective learning takes place in an orderly environment. We expect students' behaviour to be outstanding at all times and our policy reflects the requirement for the highest standards so that all can have the opportunity to do their best. We value learning too highly to spend time dealing with poor behaviour and we will not allow students to be unpleasant to any of their peers or members of staff or others. Students who persistently behave poorly require support to help them improve and our policy allows for this. Our Rewards Policy includes all that we do to reward positive behaviour.

## 2. Aims of our Behaviour Policy

1. Students' behaviour will be outstanding, both in lessons and outside lessons; there will be no poor behaviour at Downham Market Academy
2. The behaviour of students who persistently behave poorly will improve through the provision of intensive support

## 3. Dealing with poor behaviour

Poor behaviour is subject to sanctions and is recorded on the Trust Reporting System (TRS). Students who behave poorly risk losing their place in Downham Market Academy's normal school day and depending on the circumstances, they also risk permanent exclusion from the Academy.

### i Teacher / Faculty sanctions

Teachers / faculties may use their own sanctions, including setting detentions of up to 30 minutes for minor incidents of poor behaviour (silliness, other low level problems which the teacher feels the need to deal with). This is not recorded on the TRS. (see 3.7)

### ii Whole Academy sanctions

Behaviour (asterisks refer to examples in 3.3)	Examples of Sanctions/actions
Poor whole school behaviour*	<b>First incident</b> - Behaviour detention <b>Second incident</b> - Further behaviour detention <b>Third incident</b> - Will usually mean a 1-day internal exclusion (see 6) unless another sanction is felt to be more appropriate
Poor behaviour on the way to lessons or during social time**	Behaviour detention and/or social time isolation with senior staff for a minimum of one week

Poor behaviour in lessons***	<p><b>First incident</b> - Behaviour conversation</p> <p><b>Second incident</b> - Teacher issues a 'formal warning' (see 3.4), behaviour detention</p> <p><b>Third incident</b> - Student sent to Isolation Room by teacher (see 3.5). Note: a student must be issued with a 'formal warning' before being sent to the Isolation Room</p>
Poor behaviour towards others, including making life unpleasant for another student/students or member of staff****	<p><b>First incident</b> – Student removed from situation and sent to Isolation Room (if during a lesson, they spend the rest of that lesson in Isolation, if at break or lunchtime, they spend the rest of that break or lunchtime in Isolation) followed by a behaviour detention</p> <p><b>Second incident</b> – Student removed from situation and sent to Isolation, behaviour detention, one week of Isolation at break and lunch time</p> <p><b>Third incident</b> – Internal exclusion, extended period in Isolation at break and lunchtime</p>
Other poor behaviour at break or lunchtime, for example unnecessary raised voices, swearing, causing environmental damage	Behaviour detention
Failure to attend a detention or complete a sanction for no good reason (parent note required on the day)	Behaviour detention and complete sanction
Poor behaviour in a detention	Student is removed from the detention and must repeat it the following day. A further behaviour detention is set
Smoking in Academy uniform on or off site (smoking is not allowed by law on Academy premises)	<p><b>First incident</b> – Smoking detention for 1 week at lunchtime, support with stopping smoking organised by the Head of House or Year</p> <p><b>Second incident</b> – Internal exclusion, smoking detention for 1 week at lunchtime, support with stopping smoking</p> <p><b>Third incident</b> – PSP (see 8), supervised break and lunchtime support, support with stopping smoking</p>
Truancy from class or the school site	<p><b>First incident</b> – Internal exclusion or catch up period 6 for one week minimum</p> <p><b>Subsequent incidents</b> – Internal exclusion and catch up period 6 for a fixed period</p>
Refusal to go to the Isolation Room	Extended internal exclusion or fixed term exclusion (see 6) and PSP
Very serious one off incident / poor behaviour (including during a lesson) *****	<p>Internal exclusion or fixed term exclusion and subsequent PSP</p> <p>Permanent exclusion in extreme cases (for example a serious assault or dealing drugs on the Academy premises)</p>

Student incorrectly dressed for no good reason (parent note required on the day, see 4)	Student sent to Isolation Room (see 4). Uniform detention issued
Student refuses to remove item of clothing that is not permitted	Fixed term exclusion and subsequent PSP
3 Behaviour detentions in a school year	Internal exclusion and, where appropriate restorative support
3 Uniform detentions in a school year	Internal exclusion
3 Internal exclusions in a school year	PSP and behaviour support through the Head of House or Year

The Academy will always inform parents that day if a student has been placed in detention after school. If parents cannot be contacted, the detention will be rearranged for as soon as possible after the parents have been contacted (usually the following day). All administration (including recording of poor behaviour on the TRS, contacting parents, setting and ensuring completion of detentions) for whole school sanctions is completed by a member of support staff. Teachers should e-mail [k.ward@downhammarketacademy.co.uk](mailto:k.ward@downhammarketacademy.co.uk) when a whole school sanction is required, briefly outlining the reason(s) for the sanction so that parents can be informed. All whole school sanctions happen in one place, usually the Isolation Room. Internal Exclusions finish at 4pm.

### iii Examples of poor behaviour

\* Phone, MP3 player, headphones on display; low level damage to property/the environment; chewing gum; eating in class (unless sanctioned by the teacher)

\*\* Running in the school building; shouting; pushing; other behaviour that causes a risk to the health and safety of others

\*\*\* Late to lesson for no good reason; continuous poor attitude to learning; off task despite behaviour conversation; interrupting the teacher by continuing to call out/disrupt so that the learning of others is compromised; significantly disrupts the learning of another student or students by continuing to talk to them about things not related to the lesson or stops others learning in another way.

\*\*\*\* Making life unpleasant could include name calling, racism, sexism, getting others to be unpleasant to someone else (including using technology to make life unpleasant), taking or moving someone's property, problems that are brought into school from cyber bullying or other bullying out of school

\*\*\*\*\* Defiance; swearing at a member of staff; fighting or other aggressive behaviour or serious unpleasantness to another student or students; bringing things onto site that are forbidden by the Academy Rules; theft, serious damage to Academy property or another student's property; serious misuse of technology

### iv Issuing a 'formal warning'

A student should only be issued with a 'formal warning' if they are significantly disturbing the learning of others in the lesson. The language a teacher uses should be similar to: "You are significantly disturbing the learning of others and I am issuing you with a formal warning. Please go to the Isolation Room at the end of the day for a detention. If you continue to significantly disrupt the learning of others by (insert example), you will be sent immediately to the Isolation Room". When a formal warning is issued, the teacher must send an e-mail to [k.ward@downhammarketacademy.co.uk](mailto:k.ward@downhammarketacademy.co.uk) briefly outlining the reason(s).

## **v Sending a student to the Isolation Room during a lesson**

Teacher contacts Isolation Room to let staff know that a student will be arriving. If a student refuses to leave the lesson, the teacher sends another student to Mrs Harmon (Head's PA) to inform a senior leader. A senior leader will remove the student and escort him/her to the Isolation Room

## **vi No debate on poor behaviour / sanctions**

Teachers should not debate poor behaviour/sanctions with students. Where a student is argumentative, the teacher will give a clear choice by asking, "Are you choosing not to follow my instructions?" If the student says 'yes' or continues to argue, this will be treated as defiance and the student should be sent to the Isolation Room

## **vii Levels of poor behaviour**

At Downham Market Academy, the recording of poor behaviour begins at detention and goes up to permanent exclusion. On occasion a teacher may address a behaviour issue but this may not lead to a sanction and is therefore not recorded.

## **4. Dealing with uniform issues**

**All staff, please note, you are required to deal with uniform issues whenever you see them during the school day.**

If a student cannot wear the correct uniform for any reason, the parent/carer must provide their child with a note on the first day explaining the problem and the date by which their child will be back in correct uniform. We expect a student to be back in correct uniform within 3 days. During that time, students will borrow the correct uniform from the Academy to ensure that correct uniform is worn at all times. If a student has a genuine reason for being incorrectly dressed but was unable to bring a note from the parent, for example due to the parent leaving the house early, the student will borrow correct uniform from the Academy and the student must bring in a parent's note for the tutor the next day to explain the non-compliance. Any student not in the correct uniform should report to the Isolation Room straight away in the morning to borrow Academy uniform for the day. If a student is wearing incorrect uniform and has no note from the parent, the student will borrow uniform from the Academy and the student will be given a one-hour detention at the end of day. Where a parent is unable to rectify the uniform problem due to financial hardship, the Academy may be able to provide financial support. A student who wears incorrect uniform three times without good reason, will spend a day in the Isolation Room. Refusal to wear the correct uniform, including refusal to wear clean clothing lent by the Academy, will be treated as defiance and this is likely to result in a fixed term exclusion from the Academy. Students with extreme hairstyles or inappropriate piercings may be required to spend an extended period of time in the Isolation Room until the problem is resolved.

## **5. What happens in the Isolation Room**

Students in the Isolation Room during the normal school day complete work in subjects whose lessons they are missing as a result of their poor behaviour. Heads of Subject are responsible for ensuring that appropriate and up to date work is available in the Isolation Room at all times. Students completing a whole school detention in the Isolation Room will complete school work.

## **6. Authorising internal and fixed term exclusion**

An internal exclusion takes place in the Isolation Room. A fixed term exclusion is a very serious sanction and involves the student being excluded from the Academy premises for a set period, for example one day. Only a Senior Leader can authorise internal exclusion or fixed term exclusion for a serious incident of poor behaviour. The exception to this is when a teacher sends a student to the isolation room during a lesson, and in these cases a Senior Leader will confirm whether the student is to remain in internal exclusion for 6 lessons. A student will not be sent back to a lesson from which they were sent to the Isolation Room from. For very serious one off incidents or where there is evidence of a pattern of poor behaviour, the Headteacher, in consultation with other senior leaders at the Academy, may consider a permanent exclusion from the Academy.

## 7. PSP – Evidence, reviews, outcomes

A PSP is a Pastoral Support Programme which lasts for a maximum of 6 weeks. It involves a student being set targets to achieve, each teacher writing a comment on whether the targets have been met at the end of a lesson and the Head of House or Year reviewing these with the student at the end of the school day. A student on a PSP is in danger of being permanently excluded from the Academy. He/she will be closely monitored and will be given appropriate support to help them be successful in meeting the PSP targets that will be set. If a student has a fixed term exclusion, they will go onto a PSP on return to the Academy.

- Clear targets will be set for the PSP
- PSPs will be formally reviewed at 2 week intervals by the Head of House. Parents will be invited to the review meetings. The Head of House may decide after a review to suspend the PSP if targets are being met. Evidence for the PSP will be gathered on daily report cards which the student is responsible for maintaining and bringing to school every day. Each lesson will be commented on by the teacher and the student meets the Head of House each day to review using the PSP tracker
  - If poor behaviour is recorded on the card, an emergency review of the PSP may take place. The Academy will decide on whether this should happen. The likely outcome of an emergency review is that it will be deemed that the student has failed their first PSP and they will restart the process on a second PSP

## 8. Additional Guidance

- Phones, MP3 players, headphones or other equipment **will** be confiscated until the end of the day if a student is in breach of the policy. These can be collected from Reception at the end of the day. Parents will have to collect items if the Academy has to confiscate them for a second time and on subsequent occasions in a school year
- The Academy reserves the right to withhold the privilege of any student to take part in organised extra- curricular activities (including sport, music, drama, trips, Year 11 ball) if behaviour has been poor
- Students will complete school work or environmental improvement work when in detention
- Issues related to failure to complete homework and attendance and punctuality appear in the Homework Policy and in the Attendance and Punctuality Policy
- Students are expected to bring the correct equipment to school. Where a student does not have the correct equipment, a teacher will provide it for that lesson, if possible. Students who regularly come to school without the correct equipment will be supported by their tutor and or Head of House
- Further detail on misuse of technology can be found in the Acceptable Use Policy.

Behaviour	Behaviour Sanction
The teacher addresses a minor behaviour issue but no sanction is needed	Nothing recorded
Teachers / faculties may use their own sanctions, including setting detentions of up to 30 minutes for minor issues of poor behaviour (silliness, other low level problems which the teacher feels the need to deal with)	Nothing recorded
Any incidents of poor whole school behaviour Or A formal warning being issued for a second incidence of poor behaviour in lesson resulting in being sent to the Isolation Room	Behaviour detention
Any incidents of persistent poor behaviour (see above for the full breakdown)	Internal exclusion which in persistent cases may then lead to a fixed term exclusion, supported by a PSP and possibly permanent exclusion

## **9. Conduct at the Sixth Form**

It is expected that all conduct will be exemplary. If these expectations are not met, a period of enhanced support will be implemented. Key indicators of expectations not being met are assessment grades, record of attendance or significant concern raised by staff from the Academy. Academic support must be initially offered through departments; this may take the form of additional lessons, monitoring or other departmental intervention. Parents are informed when students are performing significantly below target grade. At Sixth Form, success for students stems from an understanding from parents, students and teaching staff of their individual responsibilities. Students will be monitored, for an assessment cycle, if there are significant concerns across subjects. Support will be given through increased Enhanced Learning and after hour sessions; additional support will be implemented through a bespoke learning contract. Adjustments to timetables will be made in line with the alternative program criteria. Repeated failure to engage with the support that is being offered and no reasonable improvements made will result in students losing their place at Sixth Form. All students' eligibility for Year 13 entry will be decided based upon end of year assessments. In the rare event that a student loses their place at Sixth Form, both the student and their parents are entitled to appeal through the CET complaints procedure