



# **CATALYST DILKES ACADEMY**

## **Behaviour and Discipline Policy**

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This document, revised in 2025, sets out our basic philosophy and teaching aims. It is our aim to ensure that every child has equal access to the curriculum. All children are given a variety of tasks, appropriate materials and support, regardless of gender, race or ability. This policy includes teaching objectives and an outline of the curriculum structure. It is intended for use by the whole staff at Dilkes Academy, Parents and Governors. It will also form part of the overall aims and objectives of the School Development Plan.

The staff and Governors at Dilkes Academy believe that the learning skills, experiences and education we provide should influence and reflect the kind of society we want for our pupils in the future. It is important, therefore, to recognise a broad set of common values that underpin and inform our core purpose and vision:

**“We strive to ensure high achievement and a happy educational experience for every pupil.”**

Our agreed Core Values towards this vision are:

- **Respect**
- **Care**
- **Responsibility**
- **Fairness**
- **Honesty**

These values include valuing ourselves, family, friendships and other relationships, and the diversity of our society and the environment in which our pupils are living in. The education that pupils receive at our school should re-affirm our commitment to these and other values in helping our young people acquire an understanding of why their society is as it is.

### **Specifically our school should be a place where:**

- Everyone feels valued, safe, happy and secure.
- Everyone feels free from harassment and racial, gender or disability discrimination.
- Everyone has equality of opportunity.
- Positive relationships are promoted between everyone.
- Everyone is treated as an individual and their self-esteem is encouraged.
- All pupils are enabled to make progress and to attain to the best of their ability.
- Good and appropriate behaviour is promoted at all times.
- Everyone participates in a curriculum that takes full account of the richness and diversity of the world’s cultures so that they can develop understanding of and respect for people of different racial, ethnic and cultural backgrounds.

## **Code of Conduct**

Our Code of Conduct reflects our Vision, Core Values, our beliefs in Building Learning Powers and Growth Mindset. It has been agreed by the whole school community and revisited regularly:

- We treat each other with respect.
- We are considerate and helpful to each other.
- We try to solve problems with fairness and honesty.
- We think and act responsibly.

Our Building Learning Powers which are also displayed around the school promote the following:

- building perseverance;
- managing emotions;
- managing distractions;
- asking questions;
- being reflective;
- showing empathy;
- being resourceful;
- learning with and from others.

The Code of Conduct will be clearly displayed both within the classroom and in the social/movement areas of the school. It can be underpinned with examples of more specific expectations such as:

### **Respect**

We show respect by . . .

- listening to each other;
- accepting others' opinions;
- being courteous and polite to each other;
- understanding and supporting the learning needs of others;
- understanding the right to learn.

In the dining hall we will show respect by . . .

- talking politely to others;
- understanding others' need for peace and space;
- keeping the hall clean and tidy.

In the playground we will show respect by . . .

- understanding others' need for space, privacy and fun;
- caring for our playtime possessions.

In the hall we will show respect by . . .

- listening quietly to people speaking;
- waiting patiently to enter and leave the hall;
- being polite and well-mannered to people presenting assemblies.

### **Care**

We show care by . . .

- being aware of others' learning needs;
- helping and supporting others' needs when learning and playing;
- caring for others' possessions, work and feelings;
- helping others feel at ease with what we say and how we say it;
- helping people feel at ease with our expressions and body language;
- helping everybody at school feel included;
- helping visitors feel welcome and included;
- being aware of others' feelings and emotions.

In the playground we show care by . . .

- being there for others;
- inviting others to join your game when they seem lonely;
- being polite to others when having to say 'no';
- being aware of others' feelings.

In the dining hall we show care by . . .

- offering help to others when needed, not just when asked to;
- caring for the feelings of others when eating lunch.

### **Responsibility**

We show responsibility by . . .

- trying our best;
- being ready to learn;
- showing an openness and willingness to learn from mistakes;
- helping others;
- encouraging and motivating others (when playing and learning);
- being organised to have what we need to learn;
- keeping our school learning environment clean, tidy and ready;
- challenging the behaviour of others when they are negative;
- trying to reach our agreed targets.

### **Fairness and Honesty**

We show fairness and honesty by . . .

- being tolerant of others' ideas and beliefs;
- treating everybody equally;
- being trustworthy;
- being honest to ourselves and to others;

- being forgiving and fair to each other when things go wrong;
- being considerate of each other and our differences.

Similar examples and statements may also be used to promote our Building Learning Powers. It may well be that we will amend/change the Code of Conduct and specific expectations from time to time, and it may be that, in the light of experience, individual staff will have special rules which apply to their area. In all cases we will:

- choose rules that let the pupils know how to behave;
- choose rules that are 'observable' and not vague;
- choose rules that can be applied consistently.

### **Recognition and Rewards**

The pupils will be given the opportunity to achieve a merit award for lessons and behaviour around the school, including lunchtimes. Each pupil will be given a sticker book, which will have merits recorded. Once the pupil has completed one side of their sticker book, they will receive a bronze certificate. This will then be presented at weekly key stage assemblies as well as being included in the weekly newsletter.

What the pupils will achieve at each level:

- 1st page – Bronze Certificate;
- 2nd page – Silver Certificate;
- 3rd page – Gold Certificate.

If the pupils achieve all three of these levels, they will then go onto Diamond Level where they will have the opportunity to have tea, cakes and games with the Headteacher, other members of the SLT, or significant visitors to the school.

Merits will be awarded to pupils who expressly demonstrate a positive mind-set, application of Core Values and use of a Building Learning Power through the Dilkes' Merit Learning Criteria.

### **Consequences**

We recognise that all pupils may make poor choices at some point and staff should use a full range of behaviour management techniques to modify and correct this behaviour. Pupils should be given an opportunity to express themselves, their actions and to reflect on the choices that they have made.

It is important to deal with disruption calmly and quickly. The basis of good discipline is about the interaction of the pupils and adults in the classroom. Except in cases of severe disruption, the pupil should not be 'sent' elsewhere until a number of responses have been tried.

The following hierarchy of consequences will apply if a pupil fails to keep to the rules:

#### **For minor incidents in class**

1. Rule reminder: Pupils to be reminded discretely of expected behaviour and classroom expectations.
2. First verbal warning with reminder of expectations and possible choices.
3. Second verbal warning with 2 minute payback time at break or lunchtime.
4. Third verbal warning with 5 (or more) minute payback time in Time Out at break or lunchtime. A record made in the Time Out Log. If felt necessary due to repetitive occurrences or behaviour concerns, a Behaviour Monitoring Form can be used to gain further information prior to a Behaviour Notification being submitted to DHT, identifying difficulties encountered, strategies applied. This will inform the next steps to be taken which could include:
  - pupils' parent/s contacted for discussion regarding behaviour;
  - pupil placed on further monitoring;
  - a "I Can..."Behaviour Plan drawn up, identifying specific targets, positive recognitions and consequences.
5. Send-Out to senior colleague's class. (Use very sparingly and only with agreement beforehand.) All incidents of pupils being exited from learning must be discussed with the DHT at the first possible opportunity and need to be recorded via the Behaviour Notification Form.

**For minor incidents within the playground:**

1. Pupil to be reminded of expected behaviour and playground expectations.
2. First verbal warning with reminder of expectations and possible choices.
3. Second verbal warning with 2 minutes in a designated cool down zone in the playground (recorded by the LSA).
4. Third verbal warning, sent to Time Out for remainder of that break period. Recorded in log.
5. More than two Time Outs within a week. Behaviour Notification Form to be completed. A "I Can..."Behaviour Plan needs to be undertaken with the pupil by the principal teacher and the DHT. Copies need to be filed and recorded in class behaviour file, to DHT.

**Major Incidents**

(Such as deliberate unsafe, violent or abusive behaviour in the classroom, building or playground.)

Pupils go straight to time-out (step 4). Incident to be reported to HT/DHT who will investigate, inform parents and administer the consequences of at least:

- Further Time Out or logical consequence (This can include a Restorative Justice approach, if felt appropriate.);
- Behaviour Notification Form/s completed;

- Monitoring system applied;
- An “I Can...” Behaviour Plan drawn up;
- Further appropriate consequences may be given by the HT. This may include a fixed-term period of suspension from the school.

These stages will apply in any one day if a pupil fails to keep the rules. In the event of a pupil persistently breaching rules the following additional consequences may be employed:

- extended detentions at lunchtime in Time Out;
- separate learning during lessons;
- suspension from club attendance or other school responsibility.

Where necessary, assistance may be sought from school welfare worker, LA support services, and other outside agencies may be asked to help, in accordance with the procedures laid out in the School’s Inclusion (SEN) Policy.

In exceptional cases, where positive attempts to address the pupil’s behaviour do not produce any improvement in the situation, meetings may be called and attended by a member Senior Leadership Team, the parents / carers and the appropriate parties. Appropriate parties may include SENCO, Family Support Worker and any relevant external agencies. The purpose of an Early Intervention Meeting is to:

- outline clearly the nature and extent of the pupil’s behaviour difficulties and how it is affecting the pupil and the life of the school;
- identify the circumstances that might be causing the behaviour complained of;
- agree any action that may be required by those present at the meeting to improve the pupil’s behaviour;
- make clear the consequences if the pupil’s behaviour does not improve.

When all these steps have been taken, and the pupil’s behaviour has not improved, then it will be necessary to consider the remaining three stages on the discipline hierarchy:

- fixed term period suspension from the school;
- referral to the Inclusion Panel;
- permanent exclusion.

If a serious incident occurs, pupils may be excluded from the school by a member of the Senior Management Team, in line with the DFE’s ‘Exclusions Guidelines’. [Suspension and permanent exclusion guidance](#)

Pupil suspensions may be used in the school for different lengths of time. No pupil should be excluded and left unsupervised at any time.

‘Time out’ is a strategy available to staff and includes a short period when the child is excluded from an activity, this could be followed by a short period of ‘time out’ in another classroom for more persistent or serious behaviour.

In consultation with the Headteacher and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class. Pupils may also be excluded from lunchtime/playgrounds.

Pupils may also be suspended from the school for a 'fixed term' or permanently excluded for disciplinary reasons. Suspensions and exclusions are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of 'fixed term' suspension, parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.

It is imperative that all staff maintain some form of record keeping system for both rewards and consequences; pupils must always believe that consistency is always applied.

### **Vulnerable Pupils**

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. The behaviour tracking sheets from class teachers will be collated to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils. This information will contribute towards:

- Home/School books;
- "I Can..." Behaviour Plans;
- Pastoral Support Programmes;
- Support from external agencies.

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes. If a pupil is excluded from the school, this will be undertaken within the DFE exclusions Guidance. On return to the school a plan will be developed to support the pupil's reintegration into the classroom.

### **Communicating the Behaviour and Discipline Policy to Parents**

We believe that for the School Behaviour and Discipline Policy to be successful it is essential that its contents are communicated effectively to parents. When pupils join Dilkes Academy, we outline the code of conduct, along with the relevant recognitions, rewards and consequences, which should be sent to all parents, with a reply slip, confirming that the parents have discussed these with their children and that they agree with them and are willing to support the school in their implementation.

## **The Use of Positive Handling**

In order to maintain firm boundaries of acceptable learning behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of positive handling with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted. Refer to school policy on the acceptable use of positive handling.

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## **Curriculum**

We recognise that well planned, motivating lessons have a positive impact on pupil's learning behaviour. Whilst holding high expectations, we ensure that lessons are differentiated to meet pupil needs and abilities.

Through PSHE we aim to teach the pupils a range of social and emotional skills to support their behaviour and learning.

## **Racial & Sexual Harassment**

Racial Harassment is defined as violence which may be verbal or physical, and which includes attacks on property as well as on the person suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and / or there is evidence of racism.

Sexual harassment may be defined as violence, which may be verbal or physical, and which includes attacks on property as well on the person suffered by individuals or groups because of their gender, when the victim believes that the perpetrator was acting on gender ground and / or there is evidence of sexism.

## **Dealing with racial and sexual discrimination and harassment**

At Dilkes Academy we believe that:

- Everyone should be treated with respect and courtesy.
- Consideration should be given to other people, their feelings and opinions.
- Problems should be discussed and conflict avoided.

**Discrimination** – making a distinction between people based on race or gender, and acting on that distinction to someone's advantage or disadvantage.

**Harassment** – behaving towards someone in a way that is unwelcome or hostile because of their race or gender.

Acts of discrimination and harassment are contrary to our code of conduct. Our aims:

- to treat every child, regardless of gender, social or cultural background, ethnic origin or religion as being of equal value and having the same entitlement to educational opportunities;
- there is no place for discrimination or harassment on the basis of gender, ethnic origin, culture or religion in Dilkes Academy, and our aim is to eliminate them;
- to extend our pupils' knowledge and understanding of other cultures, by providing a wide range of experiences: these will involve discussion and debate, displays, including artefacts and posters, and the use of music, dance and drama.

### **Expectations of Pupils**

If you are being harassed, or you believe another pupil is being harassed, you must tell someone. This could be your class teacher, teaching assistant, other trusted adult in school. Most adults take racial and sexual harassment very seriously, so if the first person you tell doesn't believe you, tell someone else. You should also:

- remember that it is not your fault and that it is not normal or acceptable to sexually or racially harass someone;
- avoid reacting to harassment in a violent manner; keep calm and report the incident as soon as possible;
- make sure you follow the code of conduct and show consideration to others at all times.

### **Expectations of Staff**

Staff should:

- ensure that all incidents of discrimination and/or harassment are dealt with positively and immediately;
- be careful to avoid using patronising language when helping to solve problems with pupils;
- react positively to hurtful comments or criticisms that may occur during class discussion, question and answer sessions etc. and reinforce the school's code of conduct and policy on harassment;
- ensure that the (appropriate member of staff) is informed in writing of any instance of harassment, and what action you have taken;
- deal with the problems calmly;
- show tolerance, courtesy and respect to each other and our students
- foster positive relations with students;
- deal with incidents of discrimination and harassment promptly.

## **Expectations of Parents**

The role of parents is vital in supporting and reinforcing school policy on racial and sexual harassment. Please encourage your child to:

- follow the code of conduct;
- report instances of discrimination and/or harassment.

Young children may find it difficult to recognise some of the more subtle forms of discrimination, e.g. non-inclusion of individuals based on gender or race – ‘this game is too rough for girls’.

You should:

- report any concerns about racial or sexual discrimination to us promptly;
- make sure you get feedback;
- let us deal with the problem in school, do not confront the offender yourself;
- come back to the school immediately if you have further concerns or a problem appears to be continuing or resurfacing.

## **General information and advice**

In modern Britain we expect to be treated with respect and dignity, regardless of our gender or background. This was not always the case, as the struggle for women and workers’ rights earlier in the last century testifies. Indeed, the struggle against discrimination in the workplace continues today. Today there is a richness and diversity of culture and experience in our country, which is part of our heritage. This provides a unique opportunity to understand and share the customs of others and their various responses and contributions to our daily life. Unfortunately, not all adults welcome such diversity and their children bring into school attitudes and language that are not always tolerant or appropriate.

Young children often repeat the language used at home with little understanding of meaning. Whenever appropriate, we will therefore make parents aware that we have a policy of welcoming and celebrating cultural and religious diversity. This may be on an individual basis or addressed during parent meeting. Children need affirmation of the value of people of all cultures and genders. They also need to be helped towards avoidance of stereotypes and misinterpretations that can form at a very early age.

Racist incidents may come in many forms, for example young children refusing to hold hands or sit next to or partner a child. In older pupils, it may be name-calling, repeating comments brought from home, an aggressive manner towards ethnic minority pupils and imitating accents. We recognise that young children innocently use the colour of a child’s skin as a way of identifying a child to someone else. We must encourage pupils to develop non-discriminatory attitudes towards others.

The school will, therefore, both in social situations and through the curriculum (in areas such as Social, Moral, Spiritual and Cultural Education, Religious Education, Art, Music, Drama and Dance), continue to develop a wider understanding of religious and cultural differences. We will promote a tolerant and sensitive attitude to the needs and feelings of others.

### **PROCEDURES FOR DEALING WITH INCIDENTS OF RACIAL AND SEXUAL HARASSMENT**

These guidelines should be followed by all staff, teaching and non-teaching, who are aware of, or suspect, an instance of racial or sexual harassment. Staff should be sensitive towards the difference between unwitting discrimination and harassment.

1. In cases of discrimination it should be explained, calmly and quietly, why this may give offence and be discouraged.
2. Incidents of harassment should be picked up immediately and it must be made clear that this is unacceptable. Action and support for the victim must be provided as quickly as possible.
3. A member of SLT must be informed immediately, in writing, of your concerns.
4. A member of SLT must follow up the incident as quickly as possible making sure that written statements are taken from the children concerned. Notification of any racial incident needs to be recorded using the Racial Incident Form and incidents reported to the LA on a termly basis.
5. A member of SLT should, if the situation is serious enough or if it is a repeat, inform both sets of parents of the incident and of the action the school has taken. They should be offered the opportunity to come into school to discuss the situation.
6. Counselling of the offender and victim, by appropriate staff should take place and be logged. It may be appropriate to involve outside agencies.
7. The pupil who harasses others, and his/her parents must be left in no doubt of the school's view of harassment and of the range of sanctions that may be imposed should there be a repeat.

### **Ensuring that the School Behaviour and Discipline Policy is clearly understood by staff and pupils**

All staff, teaching and non-teaching, WILL familiarise themselves with its contents and how it is to be implemented.

- At the beginning of each school year, the policy is looked at as a whole staff, so that there is consistency in its implementation.
- The policy is in the School Handbook, a copy of which is given to all staff.
- Teachers will go through the code of conduct at the beginning of each term, and as necessary throughout the term, to ensure that all pupils clearly understand them.

## **Reviewing the School Behaviour and Discipline plan**

The Headteacher and Leadership Team will review the plan on an annual basis. Any changes in content or policy will need to be communicated to governors, staff, pupils and parents through the appropriate channels.

### Appendix 1

#### **Strategies to help keep pupils on track**

It is important that children recognise that they can play an important role in staying on track. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring;  
For short period of time. Until you get an opportunity for a quiet word.
- Tactical pausing;  
Pause, emphasises attention and focus.
- Name reminder;  
Integrate name into teacher talk.
- Proximity praise;  
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- Behavioural direction;  
Use name to initiate attention, focus on learning behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- When.....then.....  
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Partial agreement;  
Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- Stuck record;  
I would like you to..... The rule is.....
- Direct questions;  
'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
- Directed choices;  
Within known rules or routines- refer back to rights, roles and responsibilities.
- Assertive comment / direction / command.

