



CATALYST DILKES ACADEMY

Behaviour and Discipline Policy

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This document, revised in 2026, 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.

Praise is the most powerful form of influencing children's behaviour

Types of Behaviours that will be praised:-

School Values

Completing work to the best of ability

Being helpful

Being kind or considerate

Risk taking

Remaining on task

Being polite

Moving around the school sensibly

Meeting a target

Showing improvement

Listening well

Demonstrating a positive attitude

Setting a good example

Taking ownership of learning

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.

Low level redirection strategies and verbal warnings

In-class Consequences

- Staff use least intrusive skills to redirect learning behaviour.
- All members of the classroom community constantly support pupils to make appropriate choices so that they can manage their own behaviour positively.

The following actions are consequences:

First warning - Children are first given a warning about their behaviour and the opportunity to correct themselves.

Second Warning - Thinking Time. This provides the opportunity for a pupil to start making the right choices.

Third Warning - Reflection Time in a partner class (lead teacher). The child will take a reflection sheet with them to complete and then return to class.

On successful completion of the Reflection Time the pupil moves back to their class. Expectations are that exiting for Reflection Time is very rarely used as children should always be expected to modify negative behaviours following a warning. After every use of Reflection Time the teacher will hold a restorative meeting with the child to encourage them to identify how they could rectify their behaviour in the future.

Polices and practices may be adapted for pupils with SEN e.g. pupils given visual prompts.

Further consequences

It is preferred that the vast majority of Behaviour Consequences WILL be dealt with and followed by the Class Teacher. It is only in EXCEPTIONAL cases that the following will need to be used:-

Senior Leadership Team involvement.

Pupils will be referred to the SLT for serious behaviour issues. Pupil behaviour will be discussed and there are three likely outcomes:

A. Reflection time with SLT (using restorative conversation)

Pupil thinks of strategies to repair situation and report back at the end of the day.

B. Phone call or letter home

Parents/ carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour.

C. Parent/ Carer meeting - This may include reviewing and developing pupil targets or developing an individual Behaviour Plan.

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:

- 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 suspended 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.

All children in our Personalised Learning Centre (PLC) have an allocated Learning Coach to support them throughout the whole school day in making the appropriate choices and modelling positive behaviour. Expectations of behaviour are in line with our school policy.

Use of Physical Restraint

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.

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.

Monitoring and review

Delivery and behaviour policy will be monitored within the school monitoring cycle and analysis of the tracking sheets.

This policy will be reviewed annually basis.

Next Review July 2027

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.

