



# MacIntyre Academies

## Discovery Academy

### Behaviour Support Policy

Version	Changes	Responsibility	Date
V9	<p>Updated key personnel</p> <p><b>Section 6:</b> Update to reflect it is the responsibility of the Principal and SLT to implement the Behaviour Support Policy</p> <p><b>Section 13:</b> Update to roles within the exclusion decision process</p> <p><b>Section 15:</b> Electronic Communication updated to reflect new applications used for parental communication</p> <p><b>Section 16:</b> Update to rewards section to reflect changes to our new platform, Class Charts. It indicated how students can now work towards tangible rewards based on points they achieve over time</p>	Principal Principal	Jan 2025 Mar 2025

**Person Responsible:** Principal  
**Type of policy:** Statutory  
**Date of staff consultation:** May 2017  
**Date adopted by MAT Board:** Sep 2017  
**Date of implementation:** Sep 2017  
**Date reviewed:** Mar 2025  
**Date of next review:** Mar 2026

1. Policy Scope / Introduction.....	2
2. Policy Aims .....	2
3. Our Approach .....	2
4. Our Vision.....	3
5. Our Expectations of Positive Behaviour .....	3
6. Responsibilities .....	4
7. Defining positive behaviour .....	5
8. Pupil Centred Plans and Positive Behaviour Support.....	5
9. Support following an incident .....	8
10. Behaviours that concern.....	11
11. Levels of direct response and escalation .....	12
12. Alternate Provision and Bespoke Timetables .....	13
13. Measures short of suspension.....	13
14. Suspension, Exclusion and Powers to Direct a learner Off-Site.....	14
15. Parental Engagement.....	15
16. Praise and Celebrating Achievement.....	16

## **1. Policy Scope / Introduction**

Behaviour plays a pivotal role in our everyday lives. It provides us with a means of communication in many ways to meet our needs. At Discovery Academy, part of MacIntyre Academies Trust (MAT), we understand that our learners will have to face many barriers in life, inside and out of their educational career which may trigger different behaviour responses. This policy details our approach to positive behaviour support in line with the school's and trust's policies and procedures, with a person-centred approach and the best interest of each individual at the forefront of what we do.

This policy should be read alongside the MAT Compassionate Schools Policy, the Discovery Safeguarding Policy, the Discovery Pupil use of Mobiles Phone Policy and the Discovery Exclusion Policy.

## **2. Policy Aims**

With our positive response to behaviours, in this policy we aim to;

- Create a positive, safe and encouraging learning environment for all.
- Ensure students feel confident in communicating effectively and be able to express their emotions in ways that are safe.
- Inform of the responses and tools we require all of our staff to embed into our day-to-day practice to support our learners in their own development of managing their behaviours, emotions and communication, in turn giving them better chances of success and helping them understand this outcome.
- Outline the structure of support we have in place in response to behaviours that challenge and the planning/rationale of our decision making.
- Reduce risk and minimise the need for restrictive physical intervention (RPI).

## **3. Our Approach**

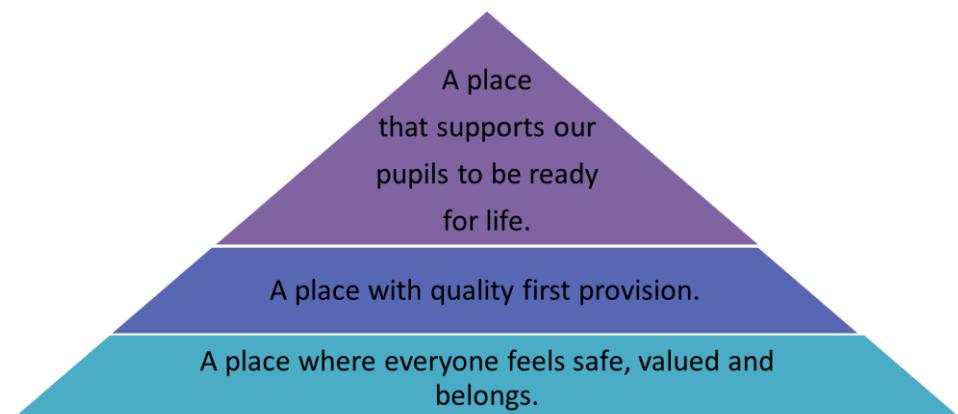
This policy has been designed to promote positive behaviour and ensure that young people are safe, and their welfare promoted, whilst respecting the different challenges they face. All of the learners that come to us will have an Educational Health and Care Plan (EHCP) and face challenges within their developmental areas of the plan; Social, Emotional and Mental Health, Communication and Interaction, Cognition and Learning and Sensory, Independence. Many of our learners have additional Special Educational Needs (SEN) that may also connect further developmental, social and communication challenges. These challenges often create barriers to not only their learning but their day to day living also.

At Discovery Academy we pride ourselves on our deep understanding that all behaviours are a form of communication for a need to be met. And sometimes, the challenges mentioned above, could mean our learners do not possess the required understanding, the skillset or the ability to communicate effectively to have their needs met in certain situations and this may lead to a display of behaviours that challenge. By working strategically and with the use of thorough data analyses, we try to identify the functions of the behaviours to then put plans in place to attempt to avoid future displays of behaviours that challenge and minimise risk.

With a person-centered approach, a compassionate mindset and number of resources available to us, we hope to gain success through a range of evidence-based support strategies as a response to behaviours that challenge. We always have the best interests of our students at the forefront of everything we do, and we use many preventative strategies to encourage positive behaviours.

#### **4. Our Vision**

Our vision for our school is that we all work together to ensure that we provide:



Where pupils find it difficult to be or feel safe, we have a duty to respond to them and this document lays out how we endeavour to do that.

#### **5. Our Expectations of Positive Behaviour**

With a holistic approach and high expectations set for all members of our community, we develop a greater understanding of the challenges our learners may face. We understand each individual has a different range of behaviours and differing levels of ability to learn and contain information. These are outlined in their EHCP, and progress is monitored through our data systems.

With this understanding, we do not operate with a ‘one size fits all’ approach in response to behaviours that challenge. Instead, we have three clear expectations for all of our learners that delivers a consistent message and where the majority of the behaviours displayed can be categorised into one or more of them. This allows staff to use our expectations consistently in our everyday practices. Our three expectations are;

- Be Safe
- Be Respectful
- Try your best

We set high expectations for our staff to be familiar with the resources available to them and are given the required training to deliver consistency for our learners, build trusting relationships and support them through their Discovery journey.

## **6. Responsibilities**

### **6.1 The role of the Leadership Team**

It is the responsibility of the Principal and Leadership Team to implement the Behaviour Policy consistently throughout the school and to report to governors on the effectiveness of the Policy. The Principal and Leadership Team support staff to actively promote the conditions for learner success in the school. They will set the expectation of a high standard of acceptable behaviour from all in the school. The Leadership Team are responsible for ensuring that school rules and codes of conduct are developed, which influence the Behaviour Policy but must consider any guidance given by the Local Authority Board and wider Governing Body within the Trust.

### **6.2 The role of the teaching staff**

- To ensure that the curriculum and environment are monitored to ensure the promotion of good behaviour.
- To provide an effective curriculum appropriately differentiated to stimulate and engage the learner, maintaining an orderly learning environment. It is important that teachers have high expectations of all their learners for both achievement and behaviour. A calm and orderly school is fostered when teachers are constructive and positive, when they are specific about what behaviour is expected of a learner and what is unacceptable.
- Learners are likely to behave and learn better when they feel responsible for their learning and capable of success. Learners should be encouraged under the guidance of the teacher to set and organise learning goals for themselves, reflect on their own progress and work cooperatively with their peers.

### **6.3 The role of all staff**

It is the responsibility of all staff to ensure that the school values are promoted in both classrooms and the school environment, ensuring that learners behave in a responsible manner during the school day.

All staff will:

- Follow the school’s practices and procedures
- Develop a deep understanding of each child and how best to support them (All About Me, Personal Behaviour Support Plan (PBSP), Risk assessments, Cognitive Profiles)
- Create and maintain a stimulating environment that encourages learners to be engaged
- Establish clear routines and model good practice
- Set clear goals/objectives, making sure all learners understand them before an activity starts

- Start and end lessons on time
- Minimize interruptions to learning, through the school's universal approaches to manage behaviour as well as adopting strategies outlined in each learner's Positive Behaviour Support Plans.
- Communicate expectations of behaviour in a variety of ways
- Deal with behaviours that concern quickly and calmly so that the pace of learning is not lost.

## 7. Defining positive behaviour

Positive behaviour is that which is appropriate to the situation and does not have a detrimental effect upon the individual concerned, others around them or their environment

### Key Principles

- Teaching, promoting, and supporting appropriate behaviour needs to be an integral part of routine practice in everyday school life.
- Building safe trusting relationships with our learners will give us as staff the best opportunities to minimise risk and prevent, teach and reinforce positive behaviour.
- Modelling positive behaviour and consistent support throughout the day is a key factor in promoting positive behaviour
- Through the use of restorative practices and other resources available we can support our learners to develop a greater understanding of their emotions and create strategies together to increase positive outcomes in future.
- Working with a holistic approach, staff must work closely with families, carers, practitioners and external professionals, with a high standard of communication, to gain a common understanding of our learners needs and agree to appropriate strategies to promote positive behaviour.
- Positive behavior supports children to be better able to learn.
- Positive behaviours should be appropriately recognised and celebrated.

We try to take a pro-active rather than reactive approach to support our students so that we are able to build a good understanding of what support works well for them at different stages of their regulation. We understand that each child is different, and each child will react and respond in different ways when trying to communicate a need.

- All students have an individualised Personal Behaviour Support Plan.
- They are reviewed and updated regularly by the staff that support them and know them best.
- The plans have a strong focus on understanding the student and identifying the most beneficial strategies and responses to use to support them to minimise the risk of anxiety, stress or crisis behaviours.
- They outline how we should respond to a student who needs support after an incident where they may have experienced high levels of stress and/or anxiety.

## 8. Pupil Centred Plans and Positive Behaviour Support

Family Footings Facilitators offer transition support to pupils before they join Discovery. As part of this process we will have obtained a range of supporting information that allows us to begin to develop a Positive Behaviour Support Plan (PBS Plan). These are working documents that are individualised

for each learner to attempt to achieve a better understanding of their needs, with the intention of gaining the best outcomes for each of them and their best interests in mind.

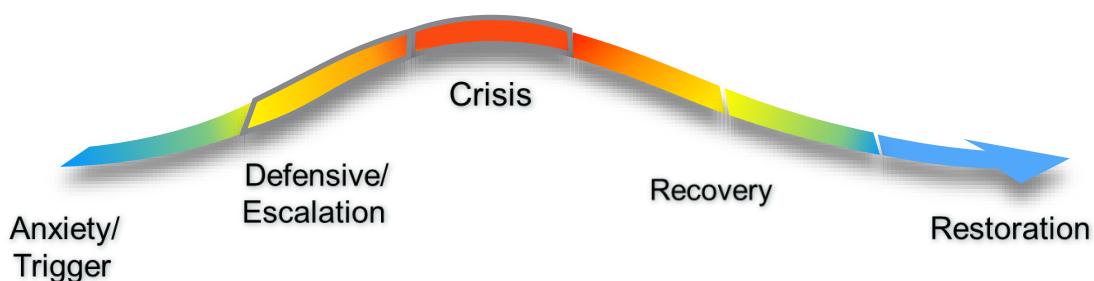
- Plans are created and agreed by staff that work closely with the learner.
- Staff work closely with families, carers and external professionals to develop a greater understanding of the strategies that may work for the learner.
- Plans display our responses to known behaviours and any strategies that are in place for the learner.
- Risk assessments are developed from the possibility and severity of known behaviours displayed from the learner. These are linked with PBS plans and profiled on our provision mapping system EduKey. The risk assessments identify the different environment in which our learners will access and what our responses are to minimise the risks.
- Plans and risk assessments are updated regularly to ensure we maintain consistency for the learners as things can change quickly.
- Data analyses from our reporting and recording system allows us to identify patterns of behaviour and provides information that also help create a detailed plan for each learner.

Once settled in school pupil plans are kept 'live' and under review.

- Plans are reviewed and updated regularly by the staff that support them and know them best.
- The plans have a strong focus on understanding the student and identifying the most beneficial strategies and responses to use to support them to minimise the risk of anxiety, stress or crisis behaviours.
- They outline how we should respond to a student who needs support after an incident where they may have experienced high levels of stress and/or anxiety.

### **Responding to our learners**

We know that behaviour can be the only form of communication a child can share at certain times. We work with an understanding of the stages of crisis as the image shows below.



We try to identify what may trigger such experiences in the hope that we can support our students before they arise. This is through analysis of patterns in behaviours.

In all we do to support our students, especially through our PSHE and THRIVE lessons, we aim to give our students the skills and ability to identify and manage their emotions to then make better decisions. We encourage our pupils to move from simply 'feeling' their feelings to naming and talking about their feelings. This in turn cultivates greater self-awareness, positive behaviours and minimises behaviours that challenge or cause barriers to achieving.

Some of the strategies we may use, to help support cultivating the positive behaviours, include but are not limited to are:

- Chunking learning to make it seem less daunting and success a reality
- Adaptive teaching to ensure all pupils feel supported and able
- Praise and celebration of achievements
- Use of safe spaces (reflection room, pods, Dawson's den)
- Sensory items
- Regulation breaks
- Opportunity to learn in different environments
- Student support slips for compassionate schools
- Key/Trusted adults
- Distractions tasks

There may also be times where plans and strategies may be difficult to implement however, we strive to give the students what they need, we may just have to adapt our approach at times for these to happen.

### **Holistic and Therapeutic support**

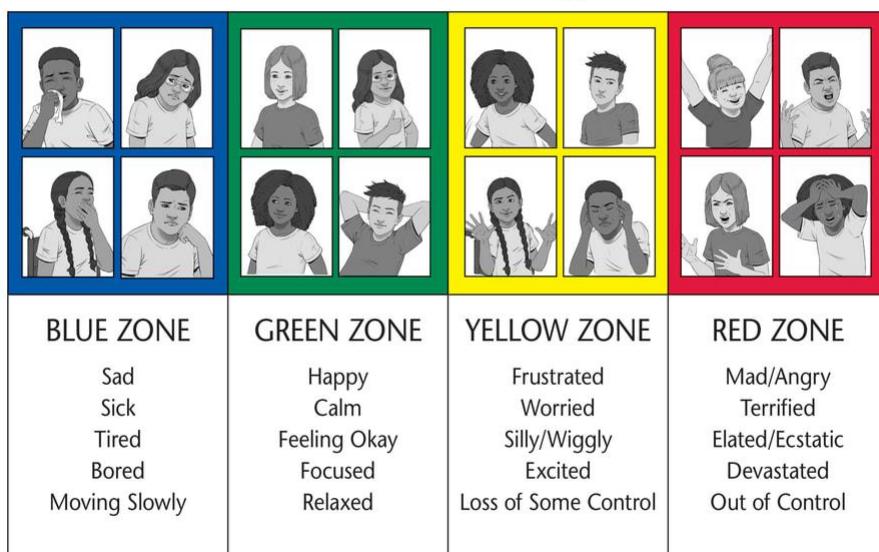
To further support our learners with regulation, we employ a team of holistic practitioners and therapists either directly or as contractors. All are subject to the same recruitment checks as our class-based staff. This means that if a pupil needs support to stay in their 'green zone' we can work with those colleagues to find winning strategies and ideas. We currently have:

- Compassionate Schools Coaches
- Occupational Therapy
- Speech and Language Therapy
- Family Footings Facilitators
- Music Therapy (Drums)
- Educational Psychologist (external professional)

To support regulation in our classrooms we include the use of the 'Alert' Programme and in certain areas or building up to Zones of Regulation. These are well-researched schemes for categorising how students might feel, focusing on levels of anxiety and arousal. When students can communicate with trusted adults about how they feel or what level they may be at, adults can respond and support proactively. We build our pupil-centered plans around the language used in the Zones of Regulation.

The ZONES of Regulation™ Reproducible E The Zones of Regulation Visual

## The ZONES of Regulation™



### Team Around the Child

A small, individualised team meeting is held to collaborate on finding solutions to issues being presented at the meeting. This usually follows a period of dysregulated behaviours. The team is more effective, creative, knowledgeable and powerful than the individual people in it. Typically, members might include, therapists, teachers, school senior leaders, social workers, Compassionate Schools coaches, OT. The purpose of the team is to prevent fragmented and disjointed work.

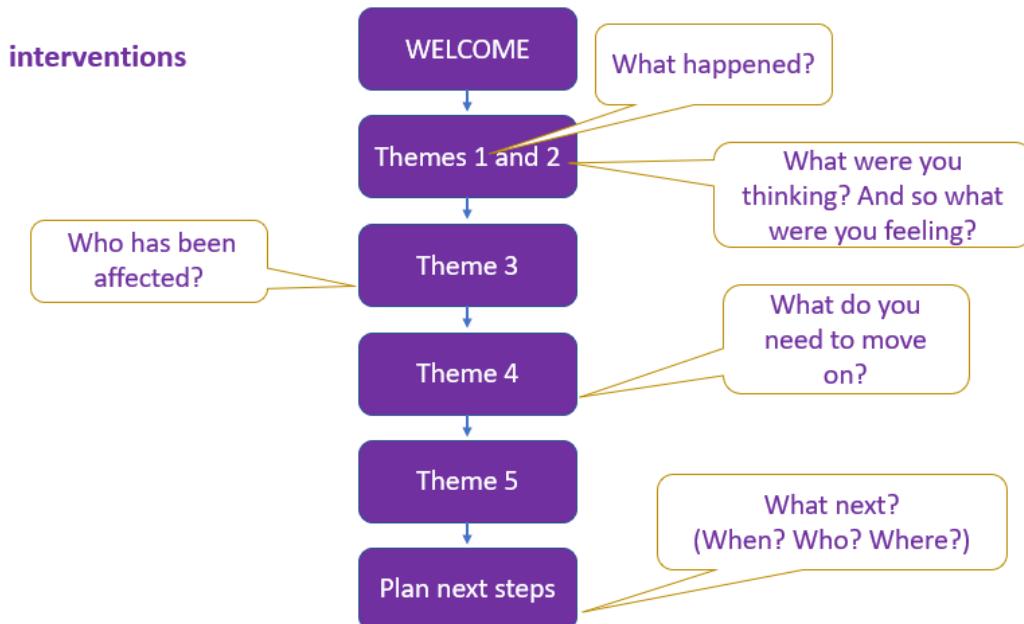
The benefits are that we:

- View the young person as a whole
- See the young person within the bigger systems of close and wider family and community
- Bring together the people closely involved into a whole intervention/support system around the young person and family
- Integrate, as appropriate, separate treatments, therapies and educational programmes into a whole approach

### 9. Support following an incident

Following challenging situations and incidents it is important we give our students a chance to reflect, discuss, try to understand what happened, who it may have impacted and how and try to identify what feelings were involved. We understand some of our students may find these conversations difficult so we will always attempt debriefs with flexibility and adapt to meet the individual needs of our students. The conversations can be done very informally, for example some students may want to kick a ball around, while others may go for a walk or talk.

We adopt a restorative practice approach which is non-judgmental and passes no blame; instead, it helps all involved to understand the thoughts and feelings throughout the process of the incident. We will try to discuss what happened leading up to the incident to try and identify when emotions began to change and why. This practice will help develop and build upon a child's understanding of their emotions and give ideas of how to manage them better moving forward, leading to a greater chance of success in their journey.



### Team Teach

Team Teach are an internationally recognised organisation who deliver positive behaviour management training. Their whole emphasis is on de-escalation, managing challenging situations safely and reducing the need for physical intervention.

Discovery staff are required to complete and stay up to date with Team Teach training, so that they have the skills and knowledge available to them to help understand our student's behaviour and implement strategies to reduce the risk of physical intervention.

Team Teach instruct on positive handling techniques to minimise the risk during conflicts/incidents, for those small percentage of incidents that may require the use of physical intervention. This is only used as a last resort and in response to disruptive, concerning, angry and aggressive behaviours, to ensure safety and within the best interest of the student.

Circumstances in which positive handling techniques would be used include but are not limited to; significant damage, physically challenging behaviours, causing harm to themselves or others (physically or mentally) causing an unsafe physical or mental environment, putting themselves or others at risk of harm, causing psychological distress to others.

Staff are required to attempt many de-escalation strategies or preventative measures before the use of physical intervention where possible. There may be some situations that may require immediate intervention if the risks or probability of the above are high. When physical intervention is involved, we always strive to de-escalate the situation with minimum force and maximum care and use

everything within our means to reduce the need for Restrictive Physical Intervention. Our priority is to understand behaviours and 95% of what we do when a pupil is dysregulated is using de-escalation methods to support them and avoid any physical interventions. This means that up to 5% of our work with a pupil who is dysregulated is used to assess the need for physical intervention and act if required to ensure that people are kept safe and their dignity is protected.

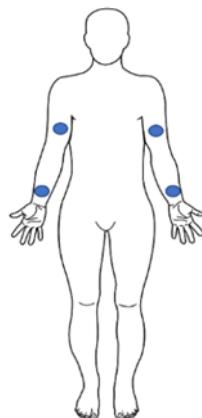
The use of Restrictive Physical Intervention (RPI), which is covered by a number of legal frameworks and acts, should be used in context with it being REASONABLE, PROPORTIONATE AND NECESSARY in every situation. This should be in the forefront of our staff's decision making and whether it is in the best interest of the student or the safety and well-being of others.

It is a legal requirement that RPI is recorded following the incident and that a parent/carer is informed. When explaining to you what happened, some staff may use the words 'held' or we had to 'hold' the student during an incident – this will mean that a physical intervention was used.

The positive handling techniques have been developed over the last 20 years and are regularly reviewed by Team Teach, along with healthcare professionals, to ensure they are safe, and risk assessed for any further developments to make them as least intrusive as possible.

Team Teach does state that: Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.

We understand that the use of physical intervention can be a stressful and upsetting situation for those involved or those who witness it, especially where a student involved displays a high level of resistance and distress. The training given also provides focus on repair and reflection for all involved and staff will be happy to discuss this with families if needed. This is also sometimes referred to as Restorative Practice.



The body map to the left indicates where the main points of contact of Team Teach techniques are. They are the long and short bone areas of the arms, avoiding any pressure on the elbow and shoulders. There are responses to spitting and biting where contact may be used on the head and face however, very limited to no pressure is applied to head/face contact. On very rare occasions with high intensity or severely unsafe behaviours, the use of ground holds may be used. These are to be used by advanced trained members of staff only, but others may support verbally or visually to ensure all is safe.

Team Teach have created a 'parent hub' website, where families can have access to a range of resources, webinars, forums and more to support them with managing behaviours that challenge outside of school. We encourage parents to have a look at the website to gain further understanding and find out more about what Team Teach can offer.

[www.myfamilycoach.com](http://www.myfamilycoach.com)



At Discovery, we currently have three Team Teach instructors on our staff team who are all available if you have any further questions around the use of restrictive physical intervention. These are.

- Jimmy Rowan (PBS Coach)
- Victoria Smith (Key stage 4 & 5 phase lead)
- Danni Gee (Compassionate schools coach)

There is more information about PBS and team teach in the booklet on our website.

## 10. Behaviours that concern

Below the table displays a number of behaviours that concern and/or challenge that can be deemed as inappropriate or socially unacceptable to a situation. Whilst the behaviours below have been categorised, the concern levels may differ in each situation for each individual. We take a holistic approach to the factors included in each situation leading to our responses.

Low-Level concern	Moderate concern	Higher concern
<p>Low level behaviours that are generally addressed with a reminder and general behaviour management strategies as outlined in PBS Plans and strategies above.</p> <ul style="list-style-type: none"> <li>• Climbing (low level)</li> <li>• Dead weight</li> <li>• Extreme running around</li> <li>• Inappropriate language</li> <li>• Inappropriate use of technology/computer</li> <li>• Invasion of personal space</li> <li>• Leaving class without permission</li> <li>• Pinching</li> <li>• Refusing to complete work</li> <li>• Refusing to follow instruction</li> <li>• Refusing to move</li> <li>• Removing objects/property from staff</li> <li>• Screaming</li> <li>• Sexual language</li> <li>• Sleeping</li> <li>• Swearing</li> </ul>	<p>Medium level behaviours that require more structured positive behaviour management strategies or additional support.</p> <ul style="list-style-type: none"> <li>• Leaving the school boundaries</li> <li>• Grabbing</li> <li>• Pushing</li> <li>• Scratching</li> <li>• Threatening with an object</li> <li>• Throwing an object</li> <li>• Racist language</li> <li>• Homophobic behaviour</li> <li>• Targeting behaviours</li> <li>• Being in possession of inappropriate objects</li> </ul>	<p>Higher concerning behaviours that may require high levels of support or immediate actions in line with our policies and procedures.</p> <ul style="list-style-type: none"> <li>• Biting</li> <li>• Climbing (roof access)</li> <li>• Damage to property</li> <li>• Damage to site</li> <li>• Fighting</li> <li>• Hair pulling</li> <li>• Head butting</li> <li>• Hitting</li> <li>• Bullying</li> <li>• Kicking</li> <li>• Self-harm</li> <li>• Spitting</li> <li>• Stripping</li> <li>• Absconding out of sight for a length of time</li> <li>• Direct discrimination</li> <li>• Being in possession or the use of inappropriate/prohibited items</li> </ul>

## 11. Levels of direct response and escalation

<b>Concern</b>	<b>Potential Response (factors considered before action taken to ensure right response)</b>	<b>Potential Response Escalation if behaviour persists</b>
<b>LOW L1</b>	<ul style="list-style-type: none"> <li>- Check in with home to ensure there is nothing causing undue worry to a child or if there have been any significant incidents away from school.</li> <li>- Reminder of expectations given</li> <li>- Adult observation increased</li> <li>- Reinforcement for any appropriate behaviour</li> <li>- Redirection to other areas - playground/dining hall/corridor/pod where necessary</li> <li>- Practices and Procedures followed by staff linked to area of concern</li> <li>- Access to adult network of support</li> </ul>	<ul style="list-style-type: none"> <li>- Parents/Carers informed of continued issue</li> <li>- Investigate any possible issues that school should be aware of</li> <li>- General low-level strategies discussed, shared and tried between staff and parents/carers in addition to those outlined in each learner's PBS Plan</li> <li>- Referrals to internal practitioners considered</li> </ul>
<b>MEDIUM L2</b>	<ul style="list-style-type: none"> <li>- Student made aware of potential outcomes of the behaviour displayed</li> <li>- Additional support on offer as and when required.</li> <li>- Team Teach de-escalation techniques used</li> <li>- Recording and Reporting of incident and selected to notify PBS Team/SLT.</li> <li>- A debrief/reflective conversation/restorative work should be attempted for staff and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Parents/Carers informed of detraction from learning engagement</li> <li>- Phone call home</li> <li>- More specific strategies put in place between class team and internal practitioners through the use of the TAC process</li> <li>- Strategy review of things tried across subjects and impact</li> <li>- Risk assessments updated</li> <li>- Positive Behaviour Support Plan reviewed and updated</li> <li>- Referrals to external professionals considered</li> </ul>
<b>HIGH L3</b>	<ul style="list-style-type: none"> <li>- Dynamic risk assessment carried out</li> <li>- Possible removal from area/removal of rest of learners</li> <li>- Recording and Reporting of incident</li> <li>- Prolonged duration – SLT presence/additional adult support requested</li> <li>- Inform parents/carers</li> <li>- Access limited to certain areas</li> </ul>	<ul style="list-style-type: none"> <li>- Phone call home/meeting called with parent</li> <li>- Strategy review of things tried and impact</li> <li>- Increased and focused data collection recording to inform decisions</li> <li>- Wider TAC meeting organised</li> <li>- Discussions at weekly Safeguarding and Behaviour strategy meeting</li> <li>- Referrals to the contextual safeguarding team may be considered.</li> <li>- Sanctions discussed, up to and including Suspension or in extreme cases permanent exclusion</li> </ul>

While the tables above relay concerning behaviours and responses, there are factors that may impact the levels of concern or response to an incident. Frequency, duration and impact on safety are taken into account during or following an incident. We also ensure we consider the individual circumstances of every child.

## **12. Alternate Provision and Bespoke Timetables**

Alternative Provision is used with the aim of getting a student back to learning in our classroom environment or providing opportunity to develop a skillset if they are struggling to positively engage within the school setting. We may also attempt to engage our learners in an alternative provision or a more bespoke timetable if their attendance is extremely low or have become non-attenders at school. Any use of alternate provision is exceptionally costly and therefore must be time limited and have clear outcomes and targets that are regularly monitored. All alternative provision that we might use is discussed with the family and the local authority prior to it commencing. All alternative provision is carefully selected to ensure it is the right fit for a learner and all will be checked to ensure they meet the high safeguarding standards that we set ourselves. We agree with alternative providers what we expect them to support the child to achieve while they are with them. Alternative Provisions are monitored for the efficacy and quality of what they provide.

When dealing with high-risk incidents, as a school not only do we need to respond effectively and appropriately in the best interest of the student but also consider the wellbeing and safety of others. As previously mentioned, all of our students have a risk assessment when they join our school; this is to keep them as safe as possible, but also partly because employees and employers have a legal duty to anticipate foreseeable risk and be proactive about it.

## **13. Measures short of suspension**

We try our best to implement plans and a range of strategies to support the students before moving to the decision of exclusion, something we would rather avoid. However, should a student demonstrate repetitive or significant unsafe behaviour, a decision to exclude will be made by the most senior person on site (if this had been delegated), but usually by the Principal. This decision will often be 'sense checked' with our Executive Leader of Education or Group Director first and one of the questions we will always be asked is what measures short of suspension we have considered. Approaches we can use to help support students that could become at risk of suspension or permanent exclusion could include (but are not limited to):

- Time out of the classroom with 1:1 support
- The use of the learning pods
- A reduction in academic demands for a period of time in order to build relationships and offer greater support, where this is a barrier
- Compassionate schools' input
- A reporting system matched to the child
- Therapeutic input
- Positive Behaviour Support input
- External professional involvement such as educational psychologists and CAMHS
- Early Help
- Individualised bespoke timetable
- Reduced timetables/hours for a fixed period of time
- Consideration of alternative provision

## **14. Suspension, Exclusion and Powers to Direct a learner Off-Site**

Where it is not felt that alternatives to suspension are appropriate, the school may choose instead to issue a child with a suspension. Suspensions are for fixed periods of time, and they allow the child to be then welcomed back to school. During the period of suspension the school will provide work and if it is for more than 5 days will make regular contact with the child and their family to ensure they are safe and well. During a suspension the school will review the child's plan and risk assessment and try to level in additional support that may be required when the child returns to school. It may also allow time for further investigations to be carried out about an issue that has occurred.

Behaviour that may warrant a suspension includes, but may not be limited to:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Where there are persistent breaches to the expected behaviours in school, we may also consider using our 'Powers to Direct a Learner Off Site'. This can be used where a child has been repeatedly unsafe and/or disruptive on site and short suspensions and other support are not leading to improvements over time. Directing a learner off-site means that the school can choose to place the learner with an alternative package of support and Education for an agreed period of time that does not require the learner to be on site. The school will still monitor the quality of what is provided and maintain regular contact with the child and their family throughout this time. It is likely that during this time an emergency review of the placement will be held if the school and/or family believe the child's needs cannot be met in the school for whatever reason this may be.

### **14.1 Permanent Exclusion**

The school upholds the standards set out in the Statutory Guidance for Suspensions and Exclusions (DfE, September 2023). This is that we will only consider permanent exclusions as follows:

"A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school."

If a child is permanently excluded from our school, we will set work and hold the safeguarding duty for them (which may include home visits) for the first 5 days. After this time the duty will pass to their local authority.

Suspension and Permanent Exclusions are a difficult consideration for any school, especially one like ours. They can create upset, disruption and difficulties for families and we try, where we are able to avoid them. However, every decision is balanced with a broad view on all of those affected by an incident and a best interest approach to bring about positive outcomes.

For further details on the processes and requirements for suspensions and exclusions please refer to our Exclusions Policy.

## **15. Parental Engagement**

At Discovery Academy we realise the importance of the engagement of parents in support of the school. It is important that parents are given feedback on a regular basis regarding their child's behaviour.

We welcome parental involvement in the life of our school whether that is formally as governors, volunteers or through events like world of work type opportunities or informally through day to day contact and keeping us updated about what is happening in your child's life.

Quite often small things we didn't know about can have a big impact on a child and we encourage all families to update us in the way that works for them about their child.

For example if we know your child had a huge argument with a sibling as they left the house that morning, we might be able to pick them up from their taxi and give them space to talk about it before they enter a classroom or if a grandparent has suddenly been taken unwell, we might be able to support them and keep demands lower for a short time. Please reach out if we can help in anyway if your child seems out of sorts, even if you don't know why.

Listed are the formal ways in which contact will be made regarding behaviour with parents.

<b>Telephone Calls</b>	Parents will receive phone calls regularly from Discovery staff regarding behaviour. Staff are required to log all communication on our recording system (CPOMS).
<b>Electronic communication</b>	Parents may receive information in the form of emails and / or dedicated communication apps notifications regarding their child.
<b>Post</b>	Where necessary, parents may be contacted by post regarding their child's behaviour and conduct within school.  Occasionally parents may also receive behaviour postcards/certificates to recognise good behaviour for learning.

Face to Face	<p>Parents are invited to parental consultation events and annual reviews throughout the academic year. At these meetings, parents have an opportunity to have input into how best to support their child.</p> <p>Parents will be invited to reintegration meetings after any formal exclusion.</p> <p>Parents may be invited into school to support meeting the needs of their child, this can be in the form of a restorative meeting / restorative intervention.</p>
--------------	---

## 16. Praise and Celebrating Achievement

At Discovery Academy we believe that the key to promoting positive behaviour is through a sense of achievement, they use of praise and celebration. There are numerous ways in which we might recognise and/or reward students for different aspects of their behaviour and learning. These are broken down into short term, medium term and long-term opportunities to achieve, this helps us engage even the most disengaged student.

### Positive phone calls home

We know that sometimes parents dread a phone call from a school, but we try at Discovery to ensure that we ring for good reasons wherever we can. It might be something small or it could be something huge, but all achievements for our pupils deserve to be shared and celebrated by all of the important people in their lives. If you struggle to take calls we may leave a message and ask you to get in touch with us instead.

### Discovery Academy Class Charts Rewards System

Students at Discovery Academy are able to achieve Class Charts points in every lesson and throughout the school day. These points are based around The Macintyre Values of: **Ambition, Compassion** and **Partnership**, The **Try your best, Respect, Safe** agreed behaviour rules and the Individual EHCP targets of each child. Students can also gain bonus Class Charts points for going above and beyond expectations in lesson.

Discovery Staff will record points throughout the school day using the Class Charts app. Students will take an active part in points being awarded and there will be a discussion the point of awarding to ensure the students understand that we have 'caught them getting it right'.

Each student can use their points to work towards a wide variety of prizes. This can include physical rewards such as stationary, toys and craft items. Students can also redeem their points for experiences such as film afternoons and specials table service in the dining hall.

Parents/carers have been granted access to their child's Class Charts account and will be able to keep track of their progress throughout in real time.

### Praise Assemblies

Phase and Praise Assemblies will occur every week, to celebrate the success and achievement of all our students. Awards will be based on different areas, attendance, work/attitude towards learning,

above and beyond and pastoral awards based around The Macintyre Academies Values of: **Ambition, Compassion and Partnership**

Changes from previous reviews:

Version	Changes	Responsibility	Date
V8	New version to reflect current practice	Executive Principal	Oct 2023
V8.1	Section 9 – Update to name of Team-Teach instructor Section 10 and 11 – Change to terminology: Terminology adjusted to better reflect the language used to describe behaviours that challenge. This is in line with our Positive Behaviour Support and Team Teach approaches along with the regulation curriculum used within the school.	Head of School	April 2024
V9	Section 13 – Update to roles within the exclusion decision process	Principal	March 2025
	Section 15 – Electronic Communication updated to reflect new applications used for parental communication	Principal	March 2025
	Section 16 – Update to rewards section to reflect changes to our new platform, Class Charts. It indicated how students can now work towards tangible rewards based on points they achieve over time	Principal	March 2025