



GREENWOOD DALE FOUNDATION TRUST

Dogsthorpe Academy

Behaviour Protocol

Promoting Valued Behaviour

REVIEW PROCESS	
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Overview

Good behaviour in academy is central to a good education. The aim of this behaviour protocol is to ensure that all Dogsthorpe Academy pupils learn in a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

This protocol should be read in conjunction with the Greenwood Academies Trust Behaviour and suspensions protocol which outlines the behaviour that we expect from all of our pupils and the sanctions that will be consistently enforced if pupils do not meet these expectations. The protocol and this protocol are based on the good practice guidance outlined in the Department for Education's guidance on behaviour and discipline and is in line with the legal duties set out in Schedule 1 to the Education (Independent Academy Standards) Regulations 2014.

Encouraging valued behaviour

High standards of behaviour and discipline are always expected inside and outside of the Dogsthorpe Academy. This behaviour protocol details these standards to ensure absolute clarity of our expectations for pupils, families, staff and other stakeholders. The protocol follows the GAT checklist.

All staff are accountable for implementing high expectations and for challenging behaviour which prevents effective teaching and learning. All our staff are also expected to support all pupils appropriately to achieve high standards of behaviour, work and dress. The Dogsthorpe Academy seeks the support of parents in upholding the standards of our Academy and values a partnership with home. We will take appropriate action under the Greenwood Academies Trust Behaviour and suspensions protocol and this behaviour protocol where a pupil's behaviour falls below the standards expected and adversely impacts on the Academy or any member of the GAT community.

Equality

In accordance with the Equality Act 2010, the Dogsthorpe Academy will make reasonable adjustments to the application of the protocol and this protocol where the behaviour is due to a reason related to a child's special educational needs or disability, thereby ensuring that children with SEND are not placed at a disadvantage or unlawfully discriminated against.

Staff will seek to identify the underlying cause of any unacceptable behaviour, for example an unmet special educational need, and to put in place measures to address the cause, ensuring that the pupil receives appropriate support and prevent the behaviour re-occurring. We are mindful that all behaviour is a communication (whether conscious or unconscious). Staff will also seek to identify any 'triggers' for any pupils displaying challenging behaviours to prevent the challenging behaviour persisting or worsening. The Dogsthorpe Academy will work closely with all parents/carers of children with behaviour difficulties. If necessary, with parental consent we will engage with external agencies such as Peterborough local authority Behaviour Panel, Peterborough SENI (Special Educational Needs and Inclusion) Services etc.

Equality and Equity

Equality is treating everybody the same.

Equality aims to promote fairness but it can only work if everyone starts from the same place and needs the same help.

Equity is giving each individual what they need to achieve success. At Dogsthorpe Academy we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

Roles and responsibilities of designated staff

<u>Name</u>	<u>Role</u>	<u>Support provided</u>
V Redhead	Executive Principal Designated Safeguarding Lead	Oversight of all incidents of behaviour & safeguarding Decisions regarding permanent exclusion
F Massingham	Assistant Principal & SENDCo	Support & guidance for staff, families and pupils in relation to behaviour, in and out of academy. Specialist behaviour support for pupils with SEND Referrals & liaison with external agencies
Class teachers	Class teachers	1 st point of contact for any concerns relating to the behaviour of a child in their class

Creating and maintaining high standards of behaviour

Good behaviour and positive attitudes are weaved into our curriculum and promoted in PSHE lessons, academy assemblies, as part of our wider curriculum and throughout the academy day. Emphasis is placed upon recognising and rewarding positive behaviour. The following prompts are reinforced with pupils and staff throughout the academy.

BEHAVIOUR IS A CHOICE

Good choice		Bad choice
Right Thing		Wrong Thing
Be respectful		Be disrespectful
Rewards		Consequences

Always...



**BE SAFE
BE READY
BE RESPECTFUL**

at Dogsthorpe Academy

Our environment

We firmly believe that well organised classes with carefully prepared lessons that take into account the range of abilities within the class tend to have fewer discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. When criticism is given, it should focus on the inappropriate behaviour not the child.

The wellbeing and welfare of our children is the responsibility of everyone – teachers, learning assistants, learning mentors, support staff and midday supervisors and families. Together we play a vital role in ensuring success within academy by reinforcing positive attitudes and values. Human connection is key!

Everyone needs to feel part of the academy community. Both adults and children need to feel safe, valued, motivated, welcome and supported. To this end it is important to remember that:

- The teacher is the leader in the classroom.
- The teacher sets the tone for learning and climate in the classroom
- The teacher, supported by other adults in the classroom, creates the environment in which children feel safe and want to learn

At all times, children should be listened to and spoken to calmly. Every effort is made to pre-empt and/or diffuse potential problems before they arise.

Principles

Principles Planning and managing children's behaviour creates a link between children's mental health and behaviour. (See DfE White Paper: Mental Health and Behaviour in Academics November 2018). This protocol is based on the rights, responsibilities and needs of individual and groups of pupils:

- ✓ We all have the right to feel safe
- ✓ We all have the right to work and learn
- ✓ We all have the right to be respected
- ✓ We all are responsible members of our academy community

Relationships- invest at the start!

The more you know about the child, the more therapeutic you can be. We want the children to do something because they know it is the right choice and not for a reward. Our philosophy as an academy stems from the Cambridgeshire Therapeutic Thinking programme. The approach itself focuses on prioritising the feelings of everyone in the environment and works on providing a therapeutic approach. Our staff understand what causes positive and helpful as well as difficult or dangerous behaviour. They recognise that all behaviour is a form of communication and unpick what the behaviours are telling us. As an academy, we focus on positive experiences and feelings and we recognise that these usually lead to positive and helpful behaviour. Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. We use a therapeutic approach to teach children pro-social behaviours so that these become intrinsic and to recognise the outcomes of their choices. All staff aim to enable children to develop a sense of belonging and sense of worth. This in turn will support them in developing strategies they need to help them make decisions about how they will behave and deal with the consequences of the choices they make. This behaviour protocol is designed to support most children in our academy. Some children may require strategies that differentiate from the protocol, such as a Risk Reduction Plan. These plans are created, implemented and reviewed with the support of parents and all staff.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'
EYFS March 2021

Dogsthorpe Academy Behaviour Code- Be Safe, Be Ready, Be Respectful.

Our Behaviour code is made up of the principals and theory behind therapeutic thinking.

What is Therapeutic thinking?

An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic. When we use a therapeutic approach;

- We analyse behaviour rather than moralise it.
- We look for the root cause based on feelings and experiences.
- We model therapeutic practices for all.
- Our language and vocabulary is chosen carefully to be outcome and resolution focussed.

We provide pupils with what they need to succeed in their learning.

We endeavour to create a culture that inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others.

Supporting All Learners

As an academy, we realise that it is important to have a consistent approach in all areas of academy to promote pro-social behaviours that benefit every dynamic. As an academy, we have agreed common strategies that all staff use to motivate children within the variety of dynamics they experience in academy. We strongly believe in making reasonable adjustments to provide equity for all of our learners.

Definitions

A glossary of terms can be found in Appendix 3.

In line with the Therapeutic Thinking training, this protocol will explain the different types of behaviours:

- Pro-social Behaviour
- Unsocial Behaviour
- Detrimental Behaviour

Pro-social Behaviour

Pro-social behaviours are the ones that are promoted and valued in academy. All of the staff in academy strive to motivate all children to display pro-social behaviours. It is important to note however, there are some children in academy that the protocol does not suit due to their individual needs and will follow a personalised plan that is reviewed regularly by the staff in academy.

We define pro-social behaviour as:

- Behaviour which is positive, helpful, and intended to promote social acceptance.
- Behaviour characterised by a concern for the rights, feelings and welfare of others.
- Behaviour which benefits other people or society.

We are promoting these behaviours within our academy for all children.

Unsocial Behaviour

Unsocial behaviours are not at the detriment of the other children. They are generally quiet non-compliance and does not have a negative impact on another pupil's learning. Introverted pupils often display these behaviours. Our staff strive to interpret these behaviours as a communication of negative feelings therefore differentiate and support. It is important to note however, there are some children in academy that the protocol does not suit due to their individual needs and will follow a personalised plan that is reviewed regularly by the staff in academy.

We define unsocial behaviour as:

- Not seeking to associate with others but not to the detriment of self or others.
- Not choosing to behave socially in the company of others, but not to the detriment of self or others.
- Not doing as instructed or dictated, but not to the detriment of self or others.

Detrimental Behaviours

Detrimental behaviours are those that are difficult or dangerous and cause harm to individuals or the community. In academy, we have clear procedures to manage difficult or dangerous behaviours as outlined below. It is important to note however, there are some children in academy that the protocol does not suit due to their individual needs and will follow a personalised plan that is reviewed regularly by the staff in academy.

We define detrimental behaviour as:

- Behaviour that causes harm to an individual, the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.

Roles and Responsibilities

The Executive Principal is responsible for:

- Monitoring and evaluating the impact of the Protocol.
- Regular training on a whole academy basis and for individuals both as part of the academy's induction process and as part of individual training needs.

The SLT are responsible for:

- Creating a positive academy ethos by establishing a happy, safe, secure and well-maintained academy environment.
- Ensuring that no pupil will be discriminated against based on their race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at academy.
- Effective monitoring and review of therapeutic behaviours throughout the academy.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.

All staff are responsible for:

- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in academy. Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Being a positive role model, understanding the impact of their own behaviour on the academy culture.
- Facilitating learning about relationships and behaviour through explicit teaching and in every interaction with the pupils.

- Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Promote positive behaviour using the academy systems for rewards and protective consequences - taking consistent action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Providing opportunities for pupils to share their beliefs and create a class charter, which will permeate to whole academy practice in line with this protocol.
- Liaising with parents about matters, which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Ensuring that all pupils understand the procedures and guidelines that are in place.
- Recording detrimental behaviour using the academy's relevant system.
- Read and follow the Staff Code of Conduct Protocol

Parents are responsible for:

- Accepting, contributing to and supporting the academy's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or protective consequences when appropriate, including reinforcing the protocol at home as appropriate.
- Agreeing to and signing the Home Academy Agreement when their child joins the academy.
- Maintaining positive relationships with the academy through regular communication.
- Celebrating pupil's successes.
- Liaising about matters, which affect their child's happiness, progress and behaviour by keeping the academy well-informed about situations at home that could affect their child's behaviour in academy and attending meetings when requested.

Pupils are responsible for:

- Following academy rules and guidelines to support the academy culture.
- Becoming increasingly responsible for the academy environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the protective and educational consequences they may be given.
- Showing respect for each other, property and resources.
- Taking pride in their learning.
- Valuing each other's opinions.
- Share their experience of behaviour and provide feedback on academy's behaviour culture.
- In class, make it possible for all pupils to learn
- Move quietly around the academy
- Refrain from behaving in a way that brings the academy into disrepute, including when outside of academy and online.

Academy behaviour curriculum

To create change we need to understand and not simply suppress the behaviour. As an academy, we are committed to teaching our children how to make the correct behaviour choices through a range of methods:

- Role modelling -this is essential – for e.g. we have to show them how to 'play nicely' by playing with them.
- Consistency- not equality.
- Routines- but with flexible thinking referring to individual circumstances and quick wins.
- Assemblies – our academy values are taught and discussed through regular assemblies. These also cover protected characteristics, British Values and reflection of self.
- Curriculum - Pro-social and Detrimental behaviours are taught through the PSHE curriculum but are also interwoven through the wider curriculum where pupils are asked to consider the impact of decisions made by others on groups of people, societies and communities; and the environment.
- Prioritising prosocial behaviour- really valued in every child, thank them using proximal praise. Planning alternatives to detrimental behaviour.
- Reward and positive reinforcement -should be given freely and unexpectedly, not as a form of bribery.
- Feedback and recognition- give feedback when something hasn't been asked for – do not just celebrate the things that are expected.
- Comfort and forgiveness- understanding and know that we will do it differently tomorrow.

- Ignoring- giving time for detrimental behaviour to stop – do not give attention to these behaviours.
- Positive language- tell children what you would like to see, not what you don't e.g. "Please walk!" rather than "Don't run!"
- Restorative Practice- follow up the behaviour, its impact and protective consequences at the appropriate time. After regulation has taken place, provide strategies for further occurrences. It is important for the restorative practices to happen with the adult that the detrimental behaviour took place in order to repair the relationship.
- Interventions- With TAs in or outside of the classroom, we work with our children to try and change their mindset alongside giving them a bank of tools they can use to regulate their emotions. The idea is to give them options so they have a means of escape when they are dysregulated.

Behaviour Intervention

We employ a number of initial intervention strategies to help our pupils manage their behaviour and understand our behavioural expectations. We acknowledge, some pupils will need more support than others and this support is provided as proactively as possible. At Dogsthorpe Academy, we deliver this type of support outside of the classroom, in small groups, or in one-to-one activities

This includes frequent and open engagement with families from the minute a pupil joins our academy, work with our support staff, and/or participation in a targeted intervention such as a YDP sport programme, ELSA and many more.

Responding to Valued Behaviour

We believe that positive re-enforcement of good behaviour is more effective than negative sanctions. Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour which is far more important than punishment. We praise and reward children in a variety of ways:

Rewards

- ✓ **Praise** – both verbal and non-verbal – The value of verbal praise should be promoted and modelled to pupils by staff at all times, e.g. 'Thank you' if a child holds a door open or 'Well done' if they impress.
- ✓ **Class dojo points** –Children collect points on the class dojo. These are awarded for learning, behaviour, attitude etc. Class dojo points are reset after every Friday Celebration Assembly enabling all children to have a fresh start each week. Class dojo points should be positive only (thumbs up). Negative points may not be given.
- ✓ **Class Dojo Master** – Each week, the child in each class with the most dojo points becomes the dojo master for the following week. This includes access to special privileges such as sitting on an adult chair in assembly, being first in all lines, access to the BMXs and other privileges.
- ✓ **Stickers and stamps** - given for work, behaviour and attitude by all teaching staff.
- ✓ **Weekly Certificates** as part of our Friday Celebration Assembly a weekly certificate will be awarded to one child per class for a given criteria. Certificates are awarded for both academic/behaviour or social.
- ✓ **End of Term Celebration Assemblies** Special assemblies are held at the end of every term. One child per class is selected to be awarded most improved reader. Each teacher should select one child to receive the End of Term Star Pupil Award. Jo Bennett is responsible for preparing certificates for classes with 96% or more attendance for the term.
- ✓ **Class Reward** (Marbles in the jar or similar) As a class, children may decide on a special class reward which they would like to work towards each half term, e.g. a class party, disco, football tournament, art & craft activities, cooking, extra outdoor play, DVD etc. Over several weeks the whole class will work toward collecting 20 marbles (or similar). Marbles should be awarded when the whole class do something well, e.g. working well in a lesson, walking to assembly or lining up smartly etc. The Class Reward time will last for the maximum of one hour.



Responding to Unsocial and Detrimental Behaviour

At Dogsthorpe Academy, it is important that we create a culture that promotes learning. In order for this to happen, it is essential that behaviours that fall below the standard that can reasonably be expected of them are responded to appropriately. All staff are expected to provide a calm and consistent response in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

The academy employs several sanctions to ensure a safe and positive learning environment. We believe all children have the right to learn without the disturbance of others; good behaviour is a necessary condition for effective teaching and learning to take place. All children and staff have the right to feel happy and safe in academy and to be treated fairly and well so that they feel valued and respected.

If a child repeatedly acts in a way that disrupts or upsets others, the academy will contact the child's parents to discuss the situation, with a view to improving the child's behaviour. An individual behaviour plan will be created in agreement with all parties and be used to develop the positive required behaviours. This could include support from our behaviour team, a behaviour programme or a referral to an outside agency.

A clear programme of behaviour management is important for the following reasons:

1. To ensure the safety and well-being of all children and staff
2. To protect the environment
3. To protect the child from self-inflicted abuse or injury
4. To divert a child from inappropriate to appropriate behaviour
5. To curb or divert repetitive behaviours in order that learning can take place
6. To teach children self-control and subsequently to take responsibility and accountability for their actions
7. To teach children that actions and choices have consequences
8. To allow children to develop and demonstrate positive abilities and attitudes

Staff should promote a calm and orderly environment and be highly visible in corridors during transition times. Staff should ensure children walk in corridors and do not run. Staff on duty at beginning and end of the day on doors and gates should meet and greet pupils and encourage calm behaviour as they enter/leave the site.

We are working towards a model where children are not punished for unsocial and anti-social behaviours but we work with them to ensure that they are not repeated. For this we use protective and educational consequences:

Protective consequence – the removal of a freedom to manage harm. E.g.

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations / No availability of certain areas
- Differentiated teaching space
- Suspension

Educational consequence – the reflecting, learning, rehearsing and teaching so the freedom can be returned. E.g.

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Research
- Restorative meetings

Behaviours seen- Pro-social	Staff Response
<ul style="list-style-type: none"> ● Being polite and using manners ● Being kind to others. ● Working hard and trying their best. ● Fulfilling tasks that support the local community. ● Going above and beyond with their learning. ● Supporting others with their learning. ● Consistently doing the right thing because it is the right thing to do. 	<ul style="list-style-type: none"> ● Verbal praise ● Stickers ● Dojo points ● Certificates in assembly* ● Class Rewards ● A special recognition job e.g. a playground helper.

*Where children are chosen to receive an award/certificate in assemblies, it is the pupil's choice as to whether they would like to come to the front to accept their certificate or stay seated

Behaviours seen- Unsocial	Staff Response Protective or educational consequence
<p>Unsocial behaviours can be seen in many ways and they vary from child to child. We have noticed the following in our setting but it is not limited to the following:</p> <ul style="list-style-type: none"> ● Sitting under a table. ● Leaving the classroom and sitting/ standing outside. ● Staying sat at the table but not doing as they have been asked. ● Pacing the classroom or corridor. ● Finding a quiet or safe space to sit inside or outside of the classroom. ● Swearing (Not directly at an adult) ● Persistently being disruptive and/or distracting others. ● Use of racist/sexist/homophobic/transphobic/discriminatory language. (to be reported to the LA). Where use is not deliberate or understood. ● Throwing objects. ● Blocking doors and corridors. ● Kicking doors and other property. 	<ul style="list-style-type: none"> ● Staff will let the child know that they have acknowledged them and they are available when the child is ready to come back to the task. ● Staff should be in a position where they can see the child to ensure their safety. ● Remind the child that you are available to talk when they are ready or support them back onto the task. ● Give two options to the child- both will mean they are doing something you need. ● Reflection in another classroom for 10 minutes and complete the reflection pack. ● Class teacher to dojo parents about what has happened and to reinforce expectations at home. ● Restorative debrief with teacher/ta. ● Time out of class to regulate e.g. running on the playground or completing a job. ● Relevant intervention- The anger gremlin

Behaviours seen- Detrimental	Staff Response
<ul style="list-style-type: none"> ● Inappropriate language - swearing and persistent rudeness towards a member of staff. ● Continuous deliberate use of racist/sexist/homophobic/transphobic/discriminatory language. (to be reported to the LA). ● Serious physical harm including but not limited to spitting, kicking, hitting and biting. ● Deliberate breach of unsocial behaviours. ● Deliberate serious damage to academy or personal property. 	<ul style="list-style-type: none"> ● Internal suspension in another classroom for 1-3 days for a continuous breach of unsocial behaviours. (Decided by SLT) ● SLT member and class teacher to meet with parents to discuss the plans moving forward. ● Suspension- 1-3 days for continuous breach of unsocial behaviours. ● Suspension- 1+ days for detrimental behaviours. ● Suspension- 3+ days where the safety of the child and others are at risk. ● Permanent suspension.

The Script

To be used for unsocial and detrimental behaviours

De-escalation Scripts: [Child's name] I can see something has happened I am here to help Talk and I will listen Come with me and.....	Staff will use these phrases repeatedly until the child has deescalated their behaviour and are ready for a discussion. In all instances, there will be an opportunity to repair, reflect and restore relationships through a discussion with the child. The timing of this conversation will depend on the emotional recovery of the child. However, it must be a certainty that this will take place.
If a child refuses to follow the steps... Positive phrasing and limited choice. When responding to children, staff will focus on what the child should be doing or the desired outcome to make expectations clear. Examples are: <ul style="list-style-type: none">● Look and listen● Stand next to me● Put the pen on the table● Walk in the corridor● Walk with me to the library● Stay seated in your chair Instructions should be concluded with "Thank you."	

Unforeseeable Behaviour

Unforeseeable behaviours are any behaviours that are not covered by this protocol. They are behaviours that cannot be predicted, planned, have not been experienced before or are so historic that we would not expect to see them again. Please see below the procedure that we will follow as an academy if these behaviours are displayed in academy.

Unforeseeable behaviours must be treated on a case by case basis. The action taken will depend on the child and also on the behaviour that they display.

Anytime an unforeseeable behaviour is experienced the staff will first try de-escalation techniques to regulate the child. The script (detailed above) can be repeated until the child is regulated. Once the child is regulated then a restorative conversation can take place. There may be times when the de-escalation script does not work and staff may need to physically intervene.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy. This means misbehaviour when the pupil is:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips)
- Travelling to or from academy
- Wearing academy uniform
- In any other way identifiable as a pupil of our academy

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the academy

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on an academy-organised trip).

Online Behaviour

Many online behaviour incidents amongst young people occur outside the academy day and off the academy premises. Parents are responsible for this behaviour. However, often, incidents that occur will affect the academy culture and therefore sanctions may be given.

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member.

Responding to unsocial and detrimental behaviour from pupils with SEND

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). We still have the same high expectations as everyone else but understand that extra support will be needed.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will take its legal duties into account when making decisions about enforcing the behaviour protocol. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the academy's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies

As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We adapt our approach to anticipate and remove triggers of misbehaviour. These methods are in line with the needs of each individual pupil, but could include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for too long.
- Now and Next boards, visual timetables, shorter tasks followed by a busy box
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism
- Use of separation spaces (safe space, nurture room) where pupils can regular their emotions during a moment of sensory overload.

Suspensions

All Academy processes relating to suspensions are informed by Suspension and Permanent Suspension from maintained academies, academies and pupil referral units in England, including pupil movement - Guidance for maintained academies, academies, and pupil referral units in England - July 2022 ("DfE Guidance").

For serious incidents of poor behaviour or persistent breaches of the GAT behaviour protocol and DGA behaviour protocol, the executive principal or head of academy may resort to either a fixed term suspension or permanent suspension. The decision to suspend or exclude will only be taken for a disciplinary reason and all decisions will be formally recorded.

In line with the DfE's SEND Code of Practice, where the academy has concerns about the behaviour, or risk of suspension, of a child with additional needs and a pupil with an EHC plan we will, in partnership with others (including the local authority as necessary), consider whether additional support or alternative placement may be required. This will involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, we will consider requesting an early annual review or interim/emergency review.

If a decision is taken to exclude a pupil for a fixed term (suspension)

- the parent is contacted by the executive principal or head of academy as soon as possible and the decision is confirmed in writing. The letter will outline any relevant incident(s), the reason for the suspension and the duration of the fixed term suspension. The parents' right to make representations about the suspension or request a meeting of the Academy Advisory Council's Disciplinary Committee is highlighted as appropriate.
- The academy will inform the Peterborough local authority that a suspension has been given. *If the pupil has a social worker, or if the pupil is looked-after, without delay after the decision, we will also notify the social worker and/or Virtual School as per our mandatory duty (paragraph 51, page 19 of DfE Guidance – Suspension and Permanent Exclusion 2022)*
- For the first five days of a suspension, the academy will set work appropriate to the pupil's age and ability and make arrangements for this to be collected and returned for marking
- A meeting will set up for the parent/carer and pupil to attend on return from a suspension with a senior member of staff.

Following this meeting:

- The pupil is reintegrated.
- The pupil will begin the process of the therapeutic thinking paperwork and GAT risk assessment. (Appendix 2).
- Behaviour support and 'reasonable adjustments' will be reviewed. This may include a referral to Peterborough local authority Behaviour Panel for potential support.
- A record of the suspension and meeting is kept in the pupil's file.

Child on child sexual violence sexual harassment

Following any reports of child-on-child sexual violence or sexual harassment offline or online, all staff should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). As per our Site Specific Safeguarding protocol, the designated safeguarding lead or deputy DSLs should be informed without delay.

At Dogsthorpe Academy we are clear that in every aspect of our academy culture that sexual violence and sexual harassment is not acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. We expect all staff to challenge and report any inappropriate language and behaviour between pupils. Staff must ensure sexually abusive language or behaviour is not normalised by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Staff should demonstrate and model manners, courtesy and dignified/respectful relationships at all times. Pupils who do not adhere to these behaviour expectations will be sanctioned in line with the steps above.

Banned items

The following items may not be brought into the academy. The principal and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items": knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes, fireworks, pornographic images, Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Force cannot be used to search for items banned under the Academy rules. Separate guidance is available on the power to search without consent.

Older pupils are allowed to bring a mobile phone into the academy but this must be switched off and handed to the class teacher at the beginning of the day and collected at the end.

Handling of pupils, the use of reasonable force and physical restraint:

There are occasions when **physical contact**, other than reasonable force, with a pupil is proper and necessary. Examples from the DfE guidance [Use of reasonable force and other restrictive interventions guidance.pdf](#) include:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid

At Dogsthorpe Academy, we prioritise de-escalation, early support, and positive behaviour approaches to deal with challenging behaviour and minimise the need for any restrictive physical interventions. On occasion it may be necessary to carry out a **physical restraint**. This is a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person. The use of restraint is always a last resort and alternative strategies will be adopted wherever possible, for example contacting the parent for support.

Any member of school staff has a legal power to use reasonable force. The DfE **Use of reasonable force in schools** guidance (Jan 2025), describes these circumstances as to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

A small number of academy staff are trained in positive handling techniques including control and restraint.

- **Control** includes passive contact (e.g., standing between pupils) or guiding by the arm.
- **Restraint** involves holding back to prevent harm or e.g. to stop a fight.

The Academy will always communicate with parents any incidents involving the use of force (control or restraint) used.

The following details will be recorded as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate length of time the intervention was used
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

Any pupils displaying high levels of unsafe behaviours or those where it is identified that they might require physical intervention will have a Positive Behaviour Support Plan and Risk Assessment in place.

Appendix 1

Getting the simple things right. A simple checklist for teachers.

Classroom

- ✓ Know the names and roles of any adults in class.
- ✓ Meet and greet pupils when they come into the classroom.
- ✓ Display rules in the class - and ensure that the pupils and staff know what they are.
- ✓ Display the tariff of consequences in class.
- ✓ Have a system in place to follow through with all consequences.
- ✓ Display the tariff of rewards in class.
- ✓ Have a system in place to follow through with all rewards.
- ✓ Have a visual timetable on the wall.
- ✓ Follow the academy behaviour protocol.

Pupils

- ✓ Know the names of children.
- ✓ Have a plan for children who are likely to misbehave.
- ✓ Ensure other adults in the class know the plan.
- ✓ Understand pupils' special needs.

Teaching

- ✓ Ensure that all resources are prepared in advance.
- ✓ Praise the behaviour you want to see more of.
- ✓ Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- ✓ Differentiate.
- ✓ Stay calm.
- ✓ Have clear routines for transitions and for stopping the class.
- ✓ Teach children the class routines.

Parents

- ✓ Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

(extract from Charlie Taylor's Behaviour checklists, Government Advisor for Behaviour, DfE 2011)

Appendix 2- Linked with Therapeutic Thinking Script.

**Dealing with Aggressive and/ or Poor Behaviour and
Pre-empting Inappropriate Behaviour**

Guidance for Staff

A Hierarchy of consequences		
	Non verbal messages	'The Look', moving in closer to the pupil who is not behaving appropriately, visual prompts such as finger to lips.
	Tactical or planned ignoring	The teacher decides not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that's child behaviour and it will be discussed with the child and an appropriate time.
	Description of reality	A simple statement of fact. Simple describe the inappropriate behaviour- 'Malcolm you are talking', 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the behaviour there and then.
	Simple direction	Clear statement of the required behaviour Jane, turn around thank you. James give tom his pencil, thank you. The use of thank rather than please is a subtle way of showing you expect compliance rather than asking for it.
	Rule reminder	Restate the relevant rule – 'Scott our rule is that we put our hands up to answer.' 'Amirah remember the rule about lining up'
	Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour
	Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or is there is resistance and argument acknowledging the child's point of view but reiterating the instruction can be effective 'Put your pencil down please, I understand you haven't finished but I need you to put your pencil down'
	Choices and Consequences	Enable a pupil to take responsibility for his or her own actions 'Shane I have asked you to move away from Billy, if you continue to sit there you're choosing to stay in at playtime. It's your choice.'
	Exit Procedures	On rare occasions, when none of the other strategies a teacher has used have been effective it may be necessary for the child to be removed from the classroom.

Reflection:

Reflection should take place in another classroom on the same corridor unless this would cause further disruption.

Internal Suspension:

The class for internal suspension will be determined on a case by case basis.

Walkie-Talkies:

All staff should have access to a walkie talkie to be able to call for support. When used please do not give details on an incident as everyone can hear this. Please keep it simple e.g. Can I have support in blue corridor? **OR** Can a member of SLT help in acer room?

Appendix 3- Definitions

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme prosocial to extreme anti-social behaviour.

Being therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. An academy's protocol establishes the methodology by which prosocial behaviour replaces unsocial and detrimental behaviour, through planned and sustained pro-social experiences.

Bribe: The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Detrimental behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

Pro-social behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Unsocial behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

Appendix 4- Therpeutic Thinking Paperwork



Therapeutic Thinking
Paperwork.pdf

Appendix 5- Academy Routines

Routines and Expectations

ROUTINES	
What we do	Why we do it
<p>Entering School:</p> <ul style="list-style-type: none"> We come to school every day and on time. We greet all adults by saying “Good morning” or “Hello” We hang up our coats/bags quietly and enter the classroom quietly. We greet our teacher by saying “Good Morning” or “Hello” We complete our morning task independently and quietly. 	<ul style="list-style-type: none"> Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
<p>Walking through school:</p> <ul style="list-style-type: none"> When walking through school as a class, we walk in a straight line in silence, with an adult at the front. We remember to say ‘excuse me’, ‘please’ and ‘thank you’ when required. We greet visitors and adults by looking and saying ‘Good morning / Good afternoon’. We only visit the toilet if we have a Toilet Pass from the teacher- one child at a time. 	<ul style="list-style-type: none"> Our school is a calm environment. We do not disrupt learning in classrooms. Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
<p>Sitting in class:</p> <ul style="list-style-type: none"> We sit with our chairs tucked under the table. When we are working, we sit up straight. When we are on the carpet, we cross our legs and face the front. 	<ul style="list-style-type: none"> It shows us, our peers and our teachers that we are focused and ready to learn. We look successful. Good posture leads to good handwriting.
<p>Handing out resources:</p> <ul style="list-style-type: none"> Allocated child/children hand out the resources. 	<ul style="list-style-type: none"> Every second of learning time lost builds to minutes, which builds to hours, which builds to days and weeks of time that you will never get back.
<p>Presentation in books:</p> <ul style="list-style-type: none"> See presentation sheet in T & L policy. 	<ul style="list-style-type: none"> We know exactly what is expected of us so we can quickly fulfil this task when instructed and do not waste valuable learning time. Our books tell a story about how successful we are. An untidy book sends a message that we do not care about learning.
<p>Respect for resources:</p> <ul style="list-style-type: none"> We tidy up after ourselves. We never vandalise school property or anyone else’s property. We keep our pencils sharp, whiteboard pen lids on and glue lids on. 	<ul style="list-style-type: none"> We are considerate to other children and the cleaners. We need to be able to start learning as soon as we enter the classroom.

At the end of a lesson: <ul style="list-style-type: none"> We leave the classroom tidy by putting away our resources. We tuck our chairs under our desks. 	<ul style="list-style-type: none"> We need to be able to start learning as soon as we enter the classroom.
Outside school: <ul style="list-style-type: none"> We behave responsibly outside of school. 	<ul style="list-style-type: none"> We are considerate to other children and the cleaners. We need to be able to start learning as soon as we enter the classroom.

LEARNING BEHAVIOURS	
What we do	Why we do it
Learning at our school: <ul style="list-style-type: none"> We work hard. We listen to the person who is talking. We raise our hands if we want to contribute. 	<ul style="list-style-type: none"> We can see what we do not know and focus on what we need to learn. Having this knowledge makes us successful as we can engage in conversations, ask and answer questions and become lifelong learners.
Reading: <ul style="list-style-type: none"> At school At home 	<ul style="list-style-type: none"> With practice we will improve our decoding and fluency Reading a variety of books improves our writing, vocabulary and general knowledge
Homework: <ul style="list-style-type: none"> If we struggled on a piece of homework, we can speak to our teacher. We complete it fully to a high standard. Homework expectation: all children to read, practice spellings and practice times tables 3 x weekly. Each half term, year groups to send home a creative learning menu for children to complete as they wish. 	<ul style="list-style-type: none"> Homework allows us to consolidate what we have learnt and commit it to long-term memory We work hard and complete the task fully to make it purposeful

Uniform	
What we do	Why we do it
School Uniform <ul style="list-style-type: none"> Charcoal skirt, trousers or shorts. Purple checked dress. Polo shirt Year 3 and 4. Buttoned Shirt Year 5 and 6. Purple Logoed jumper or cardigan. Black school shoes. Smartness and high standards of appearance are expected at all times. No jewellery except one small pair of stud earrings. Earrings must be removed for P.E. Long hair tied back. No nail varnish. No make up. Black or purple headscarf can be worn for religious reasons. One watch can be worn (not Smartwatch). 	<ul style="list-style-type: none"> It creates a sense of community and belonging. We look smart. We have the correct mindset to learn.

<p>Pe Uniform</p> <ul style="list-style-type: none"> • Trainers. • Black coloured shorts or tracksuit bottoms. • Academy logoed PE top. • Black tracksuit or jumper. 	<ul style="list-style-type: none"> • We look smart. • We have the correct mindset to learn.
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Playground	
What we do	Why we do it
<p>Playing outside:</p> <ul style="list-style-type: none"> • We do not kick, push, or grab other people when we are playing. • We walk away or alert an adult if an argument arises. • Adults on playground duty will teach us games. • We only use kind words when we are playing. • We stop and respond when we hear the whistle. • We only go indoors if we are told to or gain permission from an adult. 	<ul style="list-style-type: none"> • We do not want anyone to get hurt when we are outside. • We want everyone to be kept safe and have fun.
<p>Lining Up:</p> <ul style="list-style-type: none"> • When the whistle is blown we stand still. We finish our games immediately. • When the next whistle is blown, we walk to line up, ready to go in. • We line up quietly in Register Order. • The Senior member of staff will direct which line will go in first. • When we arrive in the classroom we follow our classroom routines. 	<ul style="list-style-type: none"> • We go back to our classrooms sensibly so we do not miss any learning time. • Every second of learning time lost builds to minutes, which builds to hours, which builds to days and weeks of time that you will never get back.

End of the Day	
What we do	Why we do it
<ul style="list-style-type: none"> • We collect our belongings in silence from our pegs in small groups. • We line up and stay with our teacher. We only walk to our adult when we are told to do so by our teacher. • Year 5 & 6 pupils who have permission to walk home alone will be dismissed first by their teacher. 	<ul style="list-style-type: none"> • We want to ensure that everyone goes home safely.