

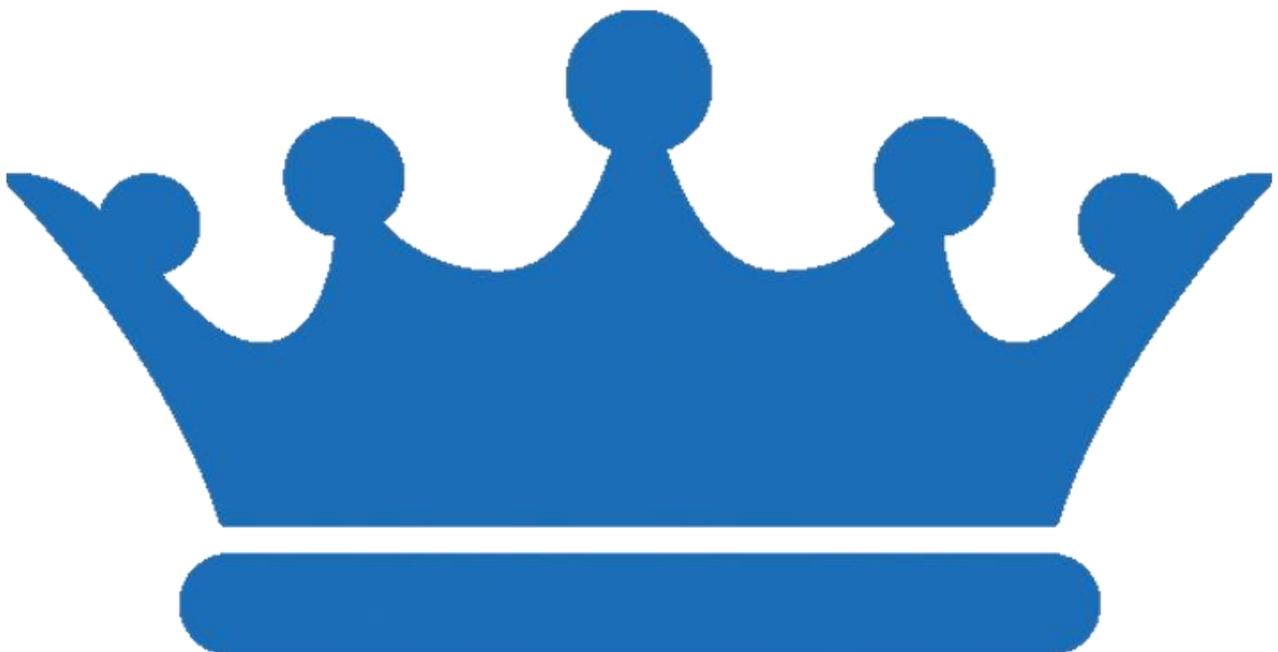


Kingsway Park
HIGH SCHOOL

Behaviour for Learning Policy Y6 Transition

Issue Date: March 2019

Review Date: March 2021



Kingsway Park High School Vision and Values

Kingsway Park High School is committed to being a highly inclusive, safe and caring school. Our vision for all staff and students is to *Aspire, Learn, Achieve*. It is important as a school that we promote self-discipline, positive behaviour, an environment conducive to learning and have high expectations for all. Both staff and students have the right to come into school, learn and teach in a safe, welcoming and supportive environment.

Behaviour for learning – what Kingsway Park High School aims for:

- There is an exceptionally positive climate for learning.
- Students consistently display a thirst for knowledge and understanding and a love for learning. This has a very strong impact on their progress in lessons.
- Students' attitudes to learning are of an equally high standard across all subjects, years and classes and with different staff.
- Incidences of low level disruption in lessons are extremely rare.
- Parents, staff and students are unreservedly positive about both behaviour and safety.
- Students are keenly aware of how good attitudes and behaviour contribute to school life, adult life and work.
- Students' pride in the school is shown by their excellent conduct, manners and punctuality.
- Students' behaviour outside lessons is impeccable.

Responsibilities

At Kingsway Park every member of staff is responsible for behaviour and should implement the behaviour policy at all times. Where possible, staff should always resolve situations themselves, building relationships with both students and parents.

The Governing Body will:

- Consult with all stakeholders to establish a policy of desired behaviour, rewards and sanctions
- Review all systems, policies and procedures annually
- Get regular updates regarding exclusions and behaviour in order to evaluate the impact of the policy and procedures regarding Behaviour Management at KPHS

The Assistant Head Teacher (Inclusion) will:

- Be responsible for the day to day management of behaviour, rewards and sanctions
- Report to the Governors regularly regarding this policy and procedures and its impact and effectiveness
- Ensure that all staff receive appropriate support, training in order to support and implement the policy and deal with challenging behaviour and attitudes
- Ensure that any incidents of poor, challenging behaviour or bullying are dealt with and recorded appropriately
- Respond appropriately to any issues about this policy by students, staff, parents and carers
- Monitor and review the policy and procedures in consultation with staff, students and Governors

ALL School staff will (as outlined in the DFE teaching standards):

- Manage behaviour effectively to ensure a good and safe learning environment
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them

- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Deliver a suitably planned and structured lesson which meets all individuals' needs

ALL Kingsway Park High Students will:

- Conduct themselves around the building in a safe and sensible manner and show regard and respect to others
- Arrive on time to lessons
- Bring equipment appropriate for the lesson
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff and students
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules

Parents/Carers will:

- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff
- Ensure students come to school correctly equipped and prepared to work

Expectations

These will be communicated on a regular basis through the assembly pattern and special assemblies. Expectations surrounding behaviour, school uniform, preparation for learning and pride in student's work and achievement will feature throughout the students' educational experience at KPHS.

Whole School Sanctions

Uniform

All students are expected to adhere to the school's uniform policy (see appendix). Any student who fails to arrive in school with the correct uniform, or with coloured hair and/or extreme hairstyles, piercings, false nails and/or nail varnish will be asked to rectify the situation before they enter the building. If the situation cannot be rectified the student will receive a break time catch up and failure to comply will result in a NN. If the situation is not resolved by the next school day, the student will be isolated. Parents will need to be contacted. On occasions the school will loan students a uniform. A uniform pass will be issued.

Late to school

It is essential that students arrive on time to school every day. Students who arrive late will not be allowed into registration and will be asked to sit in the restaurant. If a student arrives late a second time in a week they will be placed in a 30 minute catch up that evening.

Different sanctions will be put in place for students who are regularly late to school.

Departmental or Area Buddy System

This is all about supporting colleagues during their lessons. Each area or department will have a BUDDY SYSTEM rota for every lesson (Curriculum Leaders will have this information). Students access the buddy system when MEDIUM LEVEL behaviour occurs. When this type of behaviour occurs then the student is asked to leave the

teaching room and go to the designated buddy's teaching room (this needs to be nearby to avoid the student wandering around the school building). The Curriculum Leader needs to be made aware that the buddy system has been used so that they can identify patterns of behaviour. It is NOT acceptable to repeatedly send the same student out of the same lesson. If this happens it needs to be moved up to the HIGH LEVEL behaviour flow chart.

Catch Ups

These are what other schools may call detentions. It is all about the students 'catching up' on time missed in a lesson or as a deterrent for things such as behaviour, incorrect uniform or punctuality.

Where possible, staff will keep students behind for a 'catch up' after period 2, period 4 or at the end of the school day. It is about the CERTAINTY **NOT** THE SEVERITY. Whole class catch-ups are **NOT** recommended.

Non-negotiables

The school has 5 Non-Negotiables that all students must adhere to:

1. There is NO opt out for ANY lesson at any time (ATTENDANCE)
2. You will be on time for every lesson, every day (PUNCTUALITY)
3. ALL work set must be completed to the best of your ability (EFFORT/ACHIEVEMENT)
4. Use good manners and listen to others at all time (CONSIDERATION/RESPECT)
5. Failure to meet expectations on the corridors (COMMUNITY/ENVIRONMENT) e.g. running, play fighting, shouting, dropping litter

ALL staff are expected to use these consistently with all students. Students who fail to adhere to them will receive a catch up at break, lunch or after school. Catch up after school will take place in the Restaurant and last for 30 minutes. Students who fail to attend will then receive a 60 minute catch up the next day.

All staff who have recorded a CLASS CHARTS for a specific student will be expected, where possible, to go to the catch-up at the end of the day to do Restorative Justice etc. By doing this the student will see very clearly the connection and consistency with staff and the consequences.

- Students who refuse to attend will have layered consequences (longer catch ups, REFLECT, fixed term exclusions)
- Patterns/data will be monitored and evaluated by AHT (Inclusion) and Pastoral Manager

The Non-Negotiable system is the hub of the Behaviour system and will be used to place students on interventions as and when needed. Key data related to the system will be shared with all stakeholders on a regular basis.

Levels of Risk or Intent

At Kingsway Park High School there are 3 levels of risk or intent. These are Low (C1), Medium (C2) and High (C3). It is crucial that ALL staff fully understand the level of risk or intent before dealing with a particular situation. It is also important that ALL staff record these incidents of risk/intent on the behaviour section of Class Charts and the outcome they have put in place. By doing this it supports evidence for formal exclusions, managed moves and permanent exclusions. It also creates evidence for patterns of poor behaviour of particular students.

Staff and curriculum leaders are expected to deal with C1 and C2 behaviours. C3 will automatically be picked up by the year teams.

Please see the suggested sanction document in the appendix

What's the different between Non-negotiables and C1, C2 and C3?

All behaviour issues should be recorded as a C1, C2 or C3, so that we have a record of it. In the first incident (with C1 and C2 issues), it is the responsibility of the teacher/member of staff to use their tool kit to try and resolve and rectify the incident and put relevant sanctions in place. If the teacher/member of staff feels that they have exhausted

all their options they can report the incident as a non-negotiable. Non-negotiables are a whole school catch up system that should be used by staff as a last resort for C1 and C2 issues. Any C3 incidents should be reported to the relevant year manager to be escalated. These should not be reported as a non-negotiable because a firmer more serious sanction will need to be put in place.

School Reports

Report books are used to allow a close monitoring of students' behaviour in lessons. There are three types of report book:

- Green – Personal Tutor Report
- Amber – Year Manager
- Red - SLT

The report cycle is progressive e.g. green then amber etc.

Once a student is on report they will follow a two week cycle and once this has been completed the Year Manager will review the behaviour and decide what action needs to be taken.

Isolation

Any student who fails to meet our expectations, fails to attend catch ups or displays behaviour that is not acceptable at school, may be placed in isolation for the day. This may be with a member of SLT, YM or PT (if the personal tutor agrees). This will include social times.

Pastoral Support Plan (PSP)

The PSP procedure and process is designed to support those students for whom the basic school based strategies have not been effective. The aim of the PSP is to involve the student, parent and family in the shared challenge of improving behaviour, attainment and social skills and ensuring social and educational inclusion. Once the PSP is signed all teaching staff are made aware.

REFLECT Centre

This is the Kingsway Park High School Internal Exclusion Centre. Students are placed into this centre for the following reasons:

- Behaviour that would normally result in a Fixed Term Exclusion (FTE).
- Return from a Fixed Term Exclusion (one day)

The REFLECT Centre is completely separate from the mainstream school and has its own toilet facilities and eating arrangements. Students can be booked into this provision for NO more than 5 days at a time. It can ONLY accommodate up to 5 students (one per year group) per day and 1 student from a partnership school. The only staff who can book a student into this provision (in consultation with the REFLECT mentor) are:

- Year Managers in consultation with PBU

Once the decision has been made to put a student into the REFLECT provision, parents are contacted and informed via telephone (by Year Manager/SLT).

During a student's time in the REFLECT Centre they will do the following:

- Repair meeting with relevant staff (student under the guidance of a REFLECT mentor, SLT or Year Manager)
- Work set by relevant subject staff to catch up on work missed
- Literacy/Numeracy work

- Set timetabled day to include all subjects, SMSC and behavioural work
- Some work on WHY they are in the centre and how to improve their behaviour.

The REFLECT day is as follows:

Monday to Friday – 9.00 am until 3.10 pm.

Detailed records are kept by the REFLECT Mentor on how the student behaves and the work completed during their time in REFLECT. This ensures that there is NO repetition of work done in the centre and to monitor the students' attitude and behaviour. Some of this information is recorded on CLASS CHARTS.

Termly reports are created to look at patterns etc. In some cases a student can be referred to another REFLECT provision at another school. The schools that Kingsway Park High have partnerships with are:

- St Cuthbert's
- Wardle High
- St Anne's Academy
- Middleton Tech
- Oulder Hill
- Falinge Park

Parents/carers will be expected to transport their child to and from the partnership schools. All the relevant information re: starting time/addresses etc. will be given to the student and parent/carer PRIOR to going to the alternative provision.

KPHS also takes students from these partnership schools for UP to 5 days.

Once a student leaves Reflect they should be placed on report.

Siddal Moor and Falinge Park High School Reciprocal Agreement.

Students at risk of being placed in our REFLECT centre may be transferred to Siddal Moor High School for up to 10 days on a reciprocal agreement. Students will be transported to and from Siddal Moor and it will provide a respite for the student and staff. Students are expected to wear the host's school uniform and follow a standard timetable within the school. Communication between parents/carers and school is essential. It is expected that when a student returns to their school that they will understand the implication for continued disruptive behaviour and realise that KPHS is prepared to act on poor behaviour. When students return from the placement they should be placed on report.

Exclusion from school

Exclusions will be imposed when it is considered to be the only course of action left open to the school. It will normally, but not always, be used when other courses of actions have been tried and one or other of the following criteria have been satisfied:

- A) The behaviour of an individual student has continued, over a period of time, to adversely affect the education of others.
- B) The student has behaved in a way that has endangered the physical wellbeing of others.
- C) The student has verbally and/or physically assaulted a member of staff.
- D) The student, over a period of time, has seriously and persistently behaved in a way that has challenged the authority of the school.
- E) The student has been involved in serious bullying or harassment of one or more students on more than one occasion.

Permanent Exclusions

Permanent exclusion will be used:

- A) Where the initial incident is considered so serious that no other sanction is deemed suitable e.g. assault of a staff member, student or member of the public, carrying and/or using a weapon, carrying, using or selling drugs, continuous and ongoing bullying.
- B) In response to persistent breaches of the school's behaviour policy.
- C) Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Reasonable Adjustments

The school recognises that some pupils have emotional and behavioural disabilities such as those with ADD/ADHD, Autism or Attachment Disorder who have additional needs. Careful consideration will be given on an individual basis for such students and reasonable adjustments will be made where possible.

Confiscating items and searching students

There are legal provisions that enable school staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. School staff also have the power to search without consent for "prohibited items" (Section 550ZA (3) of the Education Act 1996) but this should only be the Headteacher or a member of staff authorised by the Headteacher. Prohibited items include:

- 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
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons, drugs, knives and extreme or child pornography will be handed over to the police. Otherwise, staff are entitled to decide if and when to return a confiscated item. In addition, Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items".

Kingsway Park High School will use this power to search students and to use reasonable force if absolutely necessary in the circumstances. However, force will not be used to search for items banned under the school's own rules but not listed above.

Where a search is undertaken without the consent of the student this will, where possible, be undertaken by a member of staff of the same sex as the student and with a witness who is also the same sex. In order for such a search to be undertaken the school must be satisfied that there are reasonable grounds for suspicion.

A student that refuses to co-operate with a search will be treated as any other student who refuses to comply with the school discipline policy and a sanction will be imposed.

Mobile phone and earphones protocol

Mobile phones and music players can cause some difficulty and disruption both in lessons and around the school. To this end, we expect mobile phones and media players to be switched off and out of sight during the school day.

We also expect earphones to be out of sight. If students are seen with mobile phones or headphones, the items will be confiscated and kept safe. Students can collect confiscated items at the end of the day. Any student who has had any items confiscated three times will not get them back until a parent/carer has been in to school to collect them. A central log is kept.

Students conduct off the school site

The law allows schools to discipline students for misbehaving outside of the school premises “to such an extent as is reasonable” (Section 90 of the Education and Inspections Act 2006). Non-criminal unacceptable behaviour or bullying that occurs off school premises but which is witnessed by a staff member or reported to the school will be considered by the school under the Behaviour Policy. Sanctions may be imposed for unacceptable behaviour or bullying off school site, when a student is:

- taking part in a school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student of Kingsway Park High School

Also, sanctions may be imposed for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour, we will discipline the student(s) on school premises or, only if the student is under the lawful control of the staff member at that particular time, off site elsewhere.

Dealing with allegations against members of staff

Where there are allegations made against members of staff, these will be investigated swiftly and consistently by the School Leadership Team in line with the School Complaints Policy. Where there are issues relating to safeguarding and child protection, these will be dealt with via the appropriate channels including immediate communication with the Local Area Designated Officer (LADO) for Child Protection.

Kingsway Park takes its responsibility for safeguarding and child protection extremely seriously. With this in mind we also regard false and malicious allegations against members of staff by students as an extremely serious breach of the school discipline code and hence serious sanctions will be imposed against students who knowingly make such false allegations.

Dealing with Bullying

As a school we are opposed to all forms of bullying and will work rigorously to ensure that all incidents of bullying reported to us are fully recorded and investigated. Sanctions will be taken against students who are found to have bullied other students. This process is more fully detailed in the Kingsway Park Anti- Bullying Policy.

Moreover, as a school we believe passionately that we have a responsibility to build a climate and ethos that encourages our students to respect each other, understand diversity and difference and to lead the way in developing positive relationships and support for each other.

Reasonable force

Kingsway Park High School has a legal duty of care for all our students. As such it is not possible to have a 'no contact policy'. Where a student is creating a situation where they are threatening the well-being of other students, reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally with de-escalation strategies, before using reasonable force.

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- 2) Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

- 1) All members of Kingsway Park staff have a legal power to use reasonable force
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.
- 2) In our school, force is used for two main purposes – to control students or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

In our school we will use reasonable force to:

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

Reasonable adjustments will be made for disabled students or students with SEN

Where reasonable force has been used parents will be informed and a CLASS CHARTS report will be completed.

Positive Handling Plans

In a minor number of cases it may be necessary to agree a Positive Handling Plan (PHP) for a student who demonstrates threatening behaviour towards themselves, others or property. A plan must be put in place in order to ensure that members of staff can safely support a child if their behaviour reaches a crisis point. If a student presents as a high risk, a PHP needs to be agreed. This demonstrates that the school has conducted a risk assessment, has tried to reduce the risk and communicated the risk with staff who may have to work with the young person.

The golden rule of “reasonable, proportionate and necessary” are key messages and shall underpin all PHPs.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the school’s complaints policy.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.

Suspension is not an automatic response to a complaint being made.

Student Support Systems

Link-meetings – the Pastoral Lead Manager will meet with each individual Year Manager once a week to deal with day to day issues.

Pastoral support meetings - These are held once a fortnight – this meeting is held between the individual Year Managers, Pastoral Lead, the Attendance Office and the AHT for inclusion. This meeting is minuted.

Strategic meeting – This meeting is held Wednesday, Period 4

The members of this group are:

- Assistant Head Teacher (Behaviour and Inclusion)
- Pastoral Lead (Behaviour and Inclusion)
- SENCO
- KASEL Manager

The purpose of these meetings is to discuss specific students and identify the strategic approach to support the needs of each of these students. Since there are representatives from all of the inclusion provision within school, a way forward can quickly be identified in order to support the needs of this student. It also means intervention can be rapid to support the needs of student.

Alternative Provision

This bespoke and individualised provision for students who are:

- School refusers or poor attenders
- Extremely disaffected
- Demonstrating very challenging behaviours that are impacting on their learning and the learning of others

The provision focuses on ensuring that NO student leaves Kingsway Park High School without any qualifications. It also gives the opportunity for external providers and careers guidance to support these types of learners and their specific needs.

There are a wide range of interventions and support in place in this provision such as: work experience placements, external providers such as ACE, our outdoor learning provision and Achieve, core subjects such as Maths, English and Science and individual or small group teaching to maximise the learning experience of these students.

KASEL provision

This provision is for KS3/4 students. It supports, develops and strengthens the social, emotional needs and resilience of identified students. It offers a wide range of provision and interventions such as:

- Parenting Classes
- Think Room/Therapeutic Inclusion
- Anger Management
- Extremism and Exploitation prevention
- Circle Time
- Resilience Work
- Crisis Response
- Pyramid Club
- Nurture groups

The KASEL Manager and the KASEL mentors also work closely with external agencies and support to ensure that all the needs of these particularly vulnerable students are met. Through the Family Support Worker, KASEL works closely with vulnerable families to ensure that these students have the appropriate support in school.