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## **Aims of the School Policy**

At Kingsway Park High School our Behaviour Policy will aim to:

- ensure that effective teaching and learning can take place.
- ensure students feel happy, safe, and secure.
- promote excellent behaviour and encourage students to behave responsibly both in and out of school.
- promote a range of positive values and attitudes and an understanding of rights and responsibilities.
- Provide systems for dealing effectively with incidents of unacceptable behaviour.

## **Implementation of the School Policy**

As a staff we have a collective responsibility for implementing our Behaviour Policy and ensuring high standards of student discipline. Classroom teachers are responsible for managing the behaviour in their own classroom. The Pastoral Manager (PBU), Heads of Year and Year managers are responsible for monitoring student behaviour and progress across their year group(s) and will normally deal with any serious breaches of school discipline or where there are concerns about particular students across several subjects. Similarly, they will support Form Tutors and subject staff by providing advice and guidance and in instigating report card procedures when necessary. They will also liaise with parents and help co-ordinate the school reward schemes. The Senior Leadership Team will work closely with, and support, the inclusion team in ensuring acceptable standards of student behaviour.

## **Key Principles**

- As with other school policies our Behaviour Policy will only be effective if it is applied consistently by all staff. However, it is recognised that there are occasions where there needs to be flexibility in dealing with particular students or circumstances.
- One of the key determinants in establishing excellent behaviour in any school is through the example set by staff. At all times we must act as role models and set high standards in the way we speak to and interact with individual students and classes. As staff we will be ‘persistent, consistent and insistent’ on good behaviour.
- Our Behaviour Policy is based firmly on positive reinforcement and ‘certainty not severity’ where students are praised for getting things right. However, there are also procedures and guidelines in place for dealing with any problems that arise.
- As a school we employ a range of strategies to support students with behavioural difficulties. These strategies are normally coordinated by the Pastoral Manager and Inclusion Team and may include periods of time in Reflect or with the support of our Learning and Behaviour Mentors. Heads of Year/Year Managers support students in their year group through the use

of report cards, Progress reports, behaviour books etc. that include specific targets, and through the use of rewards and sanctions.

- We always seek to work with parents and keep them fully informed if there are concerns about behaviour. Similarly, of course, we are just as keen to contact parents when things have gone well.
- Departments should, where possible, manage student behaviour within their departmental teams.
- Staff are responsible for student behaviour in their own classroom and should not simply refer problems to other colleagues. Clearly though support is readily available, and staff should not be afraid of asking for help when they need it. Asking for support or advice is not seen as a sign of weakness. Coaching support can be provided through our school programme.
- Where difficulties are referred to a Curriculum Leader, HOY then Pastoral Manager, or member of SLT, the member of staff concerned should still be involved in resolving the issue and applying any sanctions as appropriate.
- As a staff we are collectively responsible for behaviour on the corridors and around school although any incidents of very poor behaviour can be referred to Year Managers/HOY or SLT for resolving after the initial problem has been dealt with.
- We will always encourage the highest standards of behaviour on the way to and from school and indeed whenever students are representing our school.
- Clearly staff must avoid using any physical contact when dealing with an incident, no matter how frustrating a situation may have become, other than were deemed absolutely necessary as outlined in Appendix 1 on the use of force.
- The school's behaviour expectations are guided by our core values: Kindness, Perseverance, Helpfulness and Success. We expect staff to model these core values and use them in discussions and interactions with students.

The school has 5 non-negotiables that all students must adhere to:

- There is NO opt out for ANY lesson at any time. (ATTENDANCE)
- You will be on time for every lesson, every day.(PUNCTUALITY)
- Active engagement in all lessons day in day out. (EFFORT/ACHIEVEMENT)
- Use good manners and listen to others at all times. (CONSIDERATION/RESPECT)
- Conduct, uniform and voice expectations on the corridor (COMMUNITY/ENVIRONMENT)

## Good practice and Staff Development

We have a responsibility to prepare interesting lessons with pace and challenge that motivate and engage students. So, to establish better consistency, we ask staff to:

- Be well organised and have all the materials and resources that they need to hand.
- Welcome students at the door to their classroom; be proactive with managing corridor behaviour.
- Have a ‘recall lesson launch’ ready so students have something to be learning, settling them, or hooking them into the topic quickly so little time is wasted.
- Speak to late students when they are seated and beginning work, issuing the appropriate sanction (Break/Lunch/After school detention).
- Use a seating plan that is strategic and maximises learning.
- Use praise and reward progress and effort (student of the lesson)

Clearly staff must always be punctual for lessons and registration as problems will arise if classes are left waiting in corridors. Staff should also stand at their doors at lesson changeover both to greet their class and to help supervise corridor behaviour. Staff must not leave classes unsupervised unless absolutely necessary.

## Staff Development

Practice Labs will be available throughout the year to support classroom management.

## Classroom System for managing behaviour (Also see Appendix 1 for flow chart)

Code	Behaviours	Sanction	Who
<b>Warning</b>	-Minor disruption to learning	No sanction	Teacher
<b>C1</b>	-Minor disruption to learning -Minor defiance -Electronic device seen and handed over	No sanction	Teacher
<b>C2</b>	-Repeated disruption to learning -Repeated defiance -Use of bad language (not directed) -Punctuality to lesson -Failure to complete homework	15-minute detention at break, lunch or after school	Teacher/department
<b>C3</b>	-Continued disruption -Continued defiance -Use of bad language (directed) -Verbal or physical aggression/abuse directed at staff or students -Dangerous or reckless behaviour -Suspected or actual ‘under the influence’ -Electronic device refusal -Failure to attend a C2 detention	40 minutes detention after school. Parents informed (24 hours’ notice if required)	1 <sup>st</sup> occasion teacher 2 <sup>nd</sup> occasion HOD HOY to collect. Refusal to attend at collection will result in a day in REFLECT or similar isolation.

Certain extreme behaviours may result in an immediate C3.

Failure to attend a C2 detention results in an escalation to C3 detention on the second occasion. Students are expected to attend this escalated detention on their own. If a student fails to attend a C3 detention, they will be collected by a member of staff after school on the following day. If a student fails to complete a detention, they have been collected for they will be placed into Reflect or other suitable isolation the following day.

**N.B Students cannot work off their Cs neither are Cs carried over to the next lesson.**

**All class detentions take priority over 'Lates' or equipment detentions.**

**Class teachers are responsible for their own detentions; please make sure parents are informed of any after school detentions. CLs/HOY/Pastoral Manager/Year Managers and SLT can be used to support detentions or repairs when necessary.**

### **On-Call**

Classroom teachers will have access to a green button on the desktop of their computer screens. If students present extreme behaviour within their lessons, they will press the green button. The REFLECT coordinator will monitor this and inform a relevant member of the pastoral team/SLT to attend the lesson.

### **Parking System**

When students are removed, they are expected to be 'parked' with a teacher in that department, ideally to the head of department. This, however, cannot always be the case. HOD and Year Managers/HOY can 'park' a student within the department and the same sanction (40 mins) will still be applied with the original member of staff. Students who 'fail' the parking system will be placed in Reflect or similar isolation for the remainder of the day. Work must be sent with the student to complete.

### **Rewards**

Rewarding positive behaviour is key to the success of our policy. Students can receive positive rewards when they do something well, and their progress is logged on class charts. The rewards are called achievement points, and they can be spent at the online class charts shop.

Positive Reward = 5 Achievement Points

Good Reward = 10 Achievement Points

Very Good Reward = 15 Achievement Points

Excellent Reward = 20 Achievement Points

Outstanding Reward = 25 Achievement Points

In addition, students will be given values awards when they are observed meeting our school values of Kindness, Perseverance, Helpfulness and Success. Each award is worth 10 Achievement points. If

a student receives 50 Achievement points for the same value, they will then receive the appropriate values badge to wear with pride on their blazer.

Kindness Award = 10 Achievement Points

Perseverance Award = 10 Achievement Points

Helpfulness Award = 10 Achievement Points

Success Award = 10 Achievement Points

At the end of each term, the tutor group in each year group with the most positive rewards points wins a class prize - e.g. - Time in the school hall watching a film of their choice, a luxury breakfast during period 1, a celebratory lunch etc.

Students can also earn achievement points through extra curriculum classes.

At the end of each half term, we have Celebration Assemblies. During the assembly, students nominated by their subject teachers are acknowledged, and the winners receive a certificate and voucher. Students who achieve 100% attendance in an academic year will also be awarded a special attendance badge, bronze, silver or gold for each term. Students who have received 0 behaviour points during a term, will be in receipt of a bronze, silver or gold star badge, enabling them to achieve all 3 stars per academic year.

There are many other ways, in which students can be rewarded such as:

- Simply commenting positively on work or behaviour as often as possible.
- Postcards.
- Letters of commendation.
- Phone call home to parents.
- Praise and presentations in assemblies.
- Asking students to show their work to other staff such as Form Tutor, HOY, Curriculum Leader or SLT.
- Display of student work.

## **Corridor Behaviour**

To ensure students are calm and orderly on the corridors at break, lunch, and lesson change -over we have a corridor conduct card system.

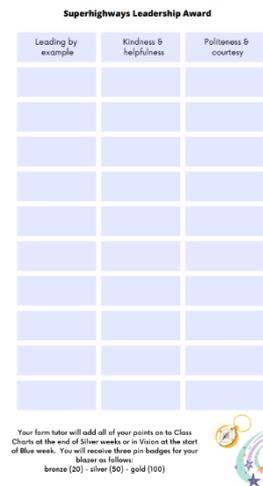
Corridor cards will be marked for:

- Uniform infringement
- Conduct infringement (running, rowdy behaviour, refusing to move for staff etc)
- Voice infringement (shouting, swearing etc)

3 infringements in any category will result in: TUTOR DETENTION 40 mins or 1 week loss of breaktimes.



In addition to promote positive corridor behaviour, points will be awarded for good corridor behaviour. Your form tutor will add all your points on to Class Charts at the end of silver weeks or in Vision at the start of blue week. You will receive three pin badges for your blazer as follows: bronze (20) - silver (50) - gold (100).



### Detentions

- Although detentions are generally used as a sanction they can be used constructively to talk over problems and build bridges between the student and the teacher. They may also be used to complete any missed work.
- C2 and C3 detentions must be logged on class charts.
- Whole class detentions must be avoided as it is always going to be unfair on some students.

### Procedures

#### 1<sup>st</sup> Occasion

- Phone/text parents to inform them that their child will be doing the detention if this exceeds 15mins on the same night. If this is not possible then the detention night can be rearranged within reason for a different night.
- Student should turn up for the detention themselves.
- Parents will receive notification through the app.

#### 2<sup>nd</sup> Occasion (If student does not attend 1<sup>st</sup> detention)

- Subject teacher, in consultation with the Curriculum Leader to telephone/text parents to inform them that their child has not turned up for the detention.
- Failure to attend the detention on the 2<sup>nd</sup> occasion results in a pickup on the following night.
- Students will then be picked up by staff and delivered to the teacher
- Detention completed (with the support of CL/YM/HOY).
- If the detention is not completed, the student will be in Reflect or equivalent the following day and the original detention will be completed after school that day.

### **Students refusing to do a detention**

If the student refuses to attend the detention on the second occasion, parents/carers may be asked to bring them in on the following morning for an interview with the either the Assistant Head teachers (Behaviour), Curriculum Leader or SLT link. The student will be placed in Reflect or similar isolation and the original detention will be done after school.

### **Other Detentions**

<b>Behaviour</b>	<b>Sanction</b>	<b>Who</b>
1 <sup>st</sup> occasion Lack of equipment (loan by FT) 2 <sup>nd</sup> occasion Lack of equipment in a 2 week period	20 mins detention	Form Tutor
Uniform Violation	20 mins detention and fix the situation	HOY
Punctuality to school	20 mins	HOY
Corridor conduct card over two weeks x3	20 mins	HOY

### **Punctuality to school**

Students arriving late for registration (after 8:25) will stay for 20 minutes at the end of the school day. Students who are too late for registration sign in at reception and are told that they should complete a detention that night. If the student fails to attend their late detention, they will be collected by a SLT/CL/YM/HOY the following evening. These detentions will be completed and checked by the HOY.

### **Punctuality to lessons**

Punctuality to lessons is essential to effective teaching and learning. Students late to lesson should be detained for 10 mins regardless of how many minutes late they are. When the bleeps stop-students are late.

Period 2, 4 and 5 – subject teachers detain them.

Period 1 and 3 – arrange a time for students to be detained.

Late to lesson persistent offenders will be placed on a punctuality report. This will be monitored by the Year Manager/HOY or their form tutor.

**Form tutors are responsible for checking uniform and equipment.**

1. **Uniform:** Form tutors should check uniform daily; Year Managers will formally check once per week. If there is a uniform issue, log on class charts then HOY who will try to rectify the situation. Regardless of whether other uniform can be sourced a detention will be put in place. The Year Manager will send a text to parents informing them of the detention. Detentions will be completed by the Year Manager/HOY. If a student fails to attend the detention the student will be placed on the pickup list. Year Managers/HOY will monitor for persistent offenders.
  - Plain white shirt (long or short sleeve)
  - In winter, a plain navy V neck jumper or cardigan can be worn (No logos) this does not replace a blazer.
  - Plain black pleated skirt
  - Black tights/ plain black socks. No trainer socks.
  - For students who wear a headscarf this must be plain black.
  - Plain black full-length trousers (no leggings, jeggings, jeans, capri pants or flares)
  - Plain black shoes (plain black ankle boots may also be worn). No trainers or sports brand shoes.

**Jewellery**

- 1 pair of earring studs and a watch
- 1 small plain nose stud (no other facial piercings are allowed)
- Smart, professional hairstyle and colour, no extreme patterns, styles or colours.
- Natural makeup maybe worn, but no false eye lashes.

2. **Equipment:** Form Tutors should check equipment daily, Year Managers/HOY will formally check once per week.

Equipment	
Essential -School bag -Planner -Timetable -Black pen -Green pen -Pencil -Ruler -Calculator -Highlighter -Corridor card	Desirable -Pencil crayons -Glue -Maths equipment

## Mobile phones

Students must not use mobile phones anywhere on school premises. All students are aware that if they are seen with a mobile phone or if one goes off in a lesson, then it will be confiscated and placed in Student Services. Students can collect at the end of the day. On a third occasion of having their phone confiscated, parents must collect. Headphones should not be on display and will be confiscated if seen during the school day.

## Report cards

Students will be placed on report for exceeding 25 class chart points for:

- Disruption to learning
- Punctuality
- Attendance

Students will start on Green report in the first instance. Students who succeed on report will be taken off at the discretion of the YM/HOY, however it may be necessary to step students down. This will be judged on a case-by-case basis.

Colour	Duration	Who
Green	2-4 weeks	Form Tutor
Orange	2-4 weeks	HOY
Red	2-4 weeks	Pastoral Manager
Blue	2-4 weeks	SLT

**Parents or carers should be informed if students are placed on report card and will be communicated with throughout this process.**

## REFLECT

Reflect will be considered as internal exclusion and therefore some behaviours will result in an immediate period in there. DBY/NKE/PBU will consider whether a pupil should have time in REFLECT or whether a suspension is more appropriate, alternatives may include isolation with SLT/CLs or a Pupil Placement Referral to another school. Students who 'fail' or do not complete their time in REFLECT can repeat their time, have additional time added or be suspended externally via an FTE or PPR

- Verbal/physical abuse or aggression towards staff
- Physical violence against another pupil
- Bullying/Peer on Peer abuse
- Weapons
- Severe Racial/homophobic/SEND incident
- Smoking/vaping/under the influence.
- Open defiance at the end of escalation

- Dangerous and reckless behaviour
- Willful damage to property
- Damage to the school's reputation
- Sexual misconduct/abuse or harassment
- Social media misconduct regarding staff and students

## Exclusion

Clearly the use of fixed term exclusions (Suspension) represents a very serious step and can only be authorised by the Head teacher/Assistant Heads (Behaviour). All fixed term exclusions are recorded, and Governors informed at termly meetings. Parents and students are invited to attend a re-admission interview before the student returns to school. The school has a responsibility to make work available for a student during a period of exclusion.

The use of a permanent exclusion is the ultimate sanction that a school has and will only be used in response to a very serious incident or a series of incidents where the behaviour of a student is not allowing other students to learn, represents a threat to others or shows a persistent and blatant disregard for school rules. Where a student is permanently excluded for a cumulative series of incidents or difficulties, the school will have initiated a range of measures to support the student and modify his or her behaviour before taking this step.

In some instances, it may be appropriate to send a student to another local school for a period of time as part of an agreed strategy between head teachers to reduce the impact of exclusions on a student's record and learning.

## The use of Force

The guidance for schools from the DFE can be found [here](#).

In summary:

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. For example:

- 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.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used

### **Power to search pupils without consent**

- In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following:
- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e-cigarettes and vaping fluid
- 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.

Failure to comply with a reasonable request to search will result in a suspension.

### **Links with legislation and other Kingsway Park High School policies**

This Policy has been written with reference to the following Department for Education (DfE) documents, which should be read in conjunction with this policy:

- Exclusion from maintained schools, academies and pupil referral units in England 2017.
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
- Preventing and Tackling Bullying: advice for headteachers, staff and governing bodies 2017.
- DfE and ACPO Drug Advice for Schools 2012.
- Use of Reasonable Force in Schools 2013.
- Behaviour and Discipline in Schools: guidance for headteachers and staff 2016.
- Screening, Searching and Confiscation: advice for schools 2018
- Keeping Children Safe in Education 2021
- In addition, there are several Kingsway Park High School policies which link to our policy, including the:
  - SEND Policy.
  - Teaching and Learning Policies
  - Anti-Bullying Policy.
  - Child Protection and Safeguarding Policy.
  - Attendance and Punctuality Policy for Students.
  - Prevent Policy.
  - Reasonable Force Policy.

This policy also considers;

The Equality Act 2010, specifically the school’s responsibility to make reasonable adjustments for students who are considered to have a disability, as defined by the act.

The Education and Inspections Act 2006.

The school reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

### Monitoring and evaluation

The school evaluates the effectiveness of its behaviour policy by monitoring the number of incident sheets, referrals to Reflect, fixed term and permanent exclusions. We also gauge stakeholder views using questionnaires (students, parents, staff, and supply staff) and Year team meetings.

Review date September 2023

### Appendix 1: Flow chart to show the system.

