

# **King's Academy Binfield and King's Academy Oakwood**

## **POLICY ON BEHAVIOUR FOR LEARNING**

**Dare to be Remarkable**

### **STATEMENT OF INTENT**

King's Academy Binfield (KAB) and King's Academy Oakwood (KAO) believe that in order to enable teaching and learning to take place, expected behaviour in all aspects of Academy life is necessary. It seeks to create an inclusive caring, learning environment in the academy by:

- promoting a culture of praise and encouragement in which all students can achieve
- promoting desired behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for all adults and positive relationships based on mutual respect
- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the Academy's policy and associated procedures

Students are taught through our PSHE/Tutor Time/Assembly programme the appropriate behaviours expected of them at all times as well as having this modelled through both staff and student leadership.

### **ROLES AND RESPONSIBILITIES**

The Trust and Local Governing Body will establish, in consultation with the Principal, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear.

Trustees and Governors will support the Academy in maintaining high standards of desired behaviour of students and staff.

The Principal and SLT will be responsible for the implementation and day-to-day management of the policy and procedures.

Students and staff, including teachers, support staff and volunteers, will be responsible for ensuring that the

policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all students and staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Trustee and Local Governing Body, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the Academy. The Academies will encourage parents to work in partnership with them to assist in maintaining high standards of desired behaviour and they will be actively encouraged to raise with the Academy any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

## **PROCEDURES**

The procedures arising from this policy will be developed by the Principal in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Senior Leadership Team, Faculty Leaders, Phase Leaders, class teachers and Tutors to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the Academy has a responsibility towards the whole community.

## **REWARDS**

An Academy ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Students will be rewarded using House Points based on the key KAB and KAO values of DARE (Determination, Aspiration, Respect and Enthusiasm). Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is a commitment to informing parents regularly on their child's achievement, progress and desired behaviour.

## **SANCTIONS**

Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued all solution focused strategies will have been actioned.

A range of age appropriate sanctions will be used as clearly defined in Appendix 2 and 3. These focus on 'actions and consequences'. Their use will be characterised by clarifying why the sanction is being applied using agreed universal 'scripts' and what changes in behaviour are required to avoid further sanctions.

## **RESTORATIVE FOLLOW UP TO INCIDENTS**

## **INTER-RELATIONSHIP WITH OTHER ACADEMY POLICIES**

In order for the behaviour policy to be effective, a clear relationship with other Academy policies, particularly equal opportunities, special educational needs and anti-bullying, will be established.

## **INVOLVEMENT OF OUTSIDE AGENCIES**

The Academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Students needing support from external agencies are identified through the Inclusion Team, in particular the Vice Principal and SENCo.

## **REVIEW**

The Local Governing Body will review this policy initially annually and thereafter every three years unless there is a major change in policy and associated procedures to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal.

The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour for Learning Policy.

Policy Written: August 2020

Review Completed: August 2021

Review Due: August 2022

## APPENDIX 1

### REWARDS

As a school, we seek to encourage our students to demonstrate our DARE values on a daily basis. Therefore, it is important we create an environment where every student, teacher and parent celebrates the success of the students; recognising and applauding when they meet expectations and to reward them for the quality of their work, sustained effort and contribution to the life of the Academy. This will often be shown in positive affirmations such as a smile, thumbs up or words of encouragement. In addition, students will occasionally behave in a manner which warrants more significant recognition. In these circumstances, staff have a range of awards they can use, however, most commonly used will be DARE points. Staff award DARE points to students who consistently produce work of an excellent standard, who seek to improve their performance with a subject and who impress their teachers with their determination and effort.

In order to recognise student DARE points, students have the ability to achieve certificates when reaching a certain number of points. These milestones are rewarded in terms of certificates and, as the number of points increase, the stature of the staff member associated with each milestone is also raised.

- **30 points = Bronze - Tutor/Teacher**
- **80 points = Silver - YPL/ Key Stage leader**
- **120 points = Gold - SLT**
- **160 points = Platinum - EP**
- **200 points = Diamond - CEO**

These certificates will be rewarded to students in their Year Group assembly that follows their receipt of this award (SLT or above - to be presented by SLT).

#### **Age and faculty appropriate rewards will be used and will include:**

- Secondary House points for showing remarkable achievement in any of the four core academy values; Determination, Aspiration, Respect, Enthusiasm. DARE points must be logged on SIMS.

#### *Suggested point scores:*

These are suggestions and they are not limited to these activities, they are just here to provide a benchmark.

**Where students are issued DARE points in a lesson, student names should be celebrated on the DARE section of teacher whiteboards and students should record this DARE point in their planner.**

**Where 5 points are given, communication should be sent home, through either email or postcard.**

	<b>1 point</b>	<b>3 point</b>	<b>5 point</b>
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<b>Determination</b>	<ul style="list-style-type: none"> <li>- Persistent effort to answer a question.</li> <li>- Excellent standard of class or homework</li> </ul>	<ul style="list-style-type: none"> <li>- Independently seeking out further information or research on a subject</li> <li>- Persisting with a challenge after a lesson has concluded or for additional homework.</li> </ul>	<ul style="list-style-type: none"> <li>- Persistence to progress in a subject area, shown through positive progress and attainment consistently over a period of time.</li> <li>- Showing extreme resilience in a subject area to show marked improvements over time.</li> <li>- Student of the fortnight - see below</li> </ul>
<b>Aspiration</b>	<ul style="list-style-type: none"> <li>- Attempting challenge question/tasks in class without being prompted</li> </ul>	<ul style="list-style-type: none"> <li>- Independently identifying additional reading and completing it alongside teaching topics</li> <li>- Completing additional home learning or study to complement the subject being taught in class</li> </ul>	<ul style="list-style-type: none"> <li>- Going above and beyond through independent study to further their knowledge to a standard higher than their current teaching stage.</li> <li>- Reaching out to external knowledge to further enhance your study of a subject area.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>- Supporting a peer in class</li> <li>- Offering support or help to a member of staff in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Giving up their own time to support another student</li> <li>- Working with teachers to improve the school environment in their own time</li> </ul>	<ul style="list-style-type: none"> <li>- Positive representation of the school externally</li> <li>- Giving up evenings to support the school</li> </ul>
<b>Enthusiasm</b>	<ul style="list-style-type: none"> <li>- Enthusiastic participation in class activities</li> </ul>	<ul style="list-style-type: none"> <li>- Participation in subject or faculty competitions</li> <li>- Encouraging others to participate in school activities</li> </ul>	<ul style="list-style-type: none"> <li>- Winning subject or faculty competitions</li> <li>- Leading student events</li> </ul>

		through modelling that participation yourself	
<b>Consistent Extra-curricular participation</b>	3 weeks	6 weeks	9 weeks plus
<b>Representing the school externally</b>			

In Years N- 4 students will receive DOJO points for success in class that shows the DARE values

In Years 5 and 6, students will receive DARE points in line with the grid above.

- **Department/Faculty Student of the week (Secondary Only)** - To ensure students are being rewarded for their efforts in particular subjects, students have the opportunity to be nominated by their teacher to be Student of the Week.

This award will be given for a number of reasons, with the focus chosen by the Head of Department or Faculty. If chosen, the student's name will be displayed on the Faculty/Department noticeboard for the week before the student's certificate will be given to them in lessons, they will receive 5 DARE points.

- **Class Star of the week (Primary only)** - Students will be identified as class star of the week, they will receive a certificate in assembly and parents will be informed, they will also receive 5 DOJO points.
- **YPL Student of the half-term (Secondary only)** - these will be awarded following nominations by the student's form tutor for students who consistently represent all of the DARE values. Students will be nominated by form tutors and placed into a draw which will be drawn at the end of the half term. All nominations will receive 5 DARE points and will be displayed on the Year Group noticeboard and the winner will receive an additional prize (treat or amazon voucher).
- **Half-Termly Headteacher's award (Primary)**
- **Attendance Awards** - Students with 100% attendance will receive a certificate in the final assembly of each term. All students with 100% attendance will receive 5 DARE points per term. They will be entered into a prize draw and the winner will receive an Amazon voucher.
- **Public Celebrations of Success** - Where students have achieved a large milestone or success we will celebrate this through our newsletter, assemblies and social media - YPL student of the half term, representation of the school externally, success outside of school etc.
- **Online Praise Postcards/Physical Postcards** - These should be used to go alongside 5 DARE points and sent to students/parents when students have excelled in an area of academy life. These will also be issued to students have achieved all 1s and 2s across EBOCH sections of their reports.

- **E-mails and phone calls to parents** - Every teacher to make at least one positive phone call a week; the importance of this contact can not be underestimated, particularly where students have shown marked improvements in their classwork or behaviour or have shown success in completion of a report card.
- **Stickers** - to acknowledge particular success in classwork or homework or a task the students have been set.
- **Student Leadership** - Students will be given the opportunity to apply for student leadership roles across the academy. Students can apply for roles ranging from Prefects, Student Council members, Sport Leaders, Anti-Bullying Ambassadors and class monitors. These roles are recognised through public celebration in assemblies and newsletters and badges to be worn on uniform.
- **Celebration Assembly** - At the end of each full term, we hold a Celebration assembly. Students receive rewards and certificates for the most DARE points in their houses. The DARE point totals are celebrated and the winning tutor group receive a shared prize (chocolate etc). Attendance rewards are also issued in these assemblies and there is a presentation of outstanding work and achievements that have taken place across the term shared.
- **KS2, KS3 and KS4 Presentation Evenings** - during the summer term we hold our prestigious Presentation Evenings. This event is invite only and students and their parents will be invited to attend to celebrate outstanding success in particular subject areas and their year groups across the entire academic year. Students receive certificates and a prize for achieving this award.

\*It should be emphasised that good behaviour is expected of all students and therefore is not rewarded via the use of DARE points; we should be prepared to reward in other ways (ie via praise, planners and communication with home) those students who have managed to achieve and maintain positive change in their behaviour if this had previously been an area of serious concern.

## APPENDIX 2

### USE OF SANCTIONS FOR CLASSROOM MANAGEMENT: KS3 and KS4 only

Consequences, with regard to EXIT, are abbreviated to:

**C1** : Verbal warning, yellow card issued; name recorded on the board and C1 recorded in behaviour log in student planner, record on SIMS (right click on register).

**C2** : Red card issued where possible, incident recorded on SIM, identified as C2 and departmental/faculty detention set for 30 minutes. Recorded in Detention Log in student planner. Parents are notified of after school detentions 24 hours prior through the planner.

**C3** : Exited from lesson. LW/On-call teacher called to collect and take to Re-set Room with brief OnCall slip completed by class teacher. BSW records incident on SIMS, identified as C3, class teacher must update the incident with full details after teaching. Isolation from peers for this period. Students will return to class when their behaviour is deemed appropriate and in line with behaviour expectations. The student will receive a lunchtime detention and a one hour YPL detention after school. The class teacher telephones parents to discuss incident and updates details on the SIMS entry.

In the interests of consistency, all staff will use the following script:

#### C1

'Your behaviour is disrupting your own and others' learning and needs to improve — this is your C1.'

#### ACTION

- Student name/initials on board, enter C1 into behavior log in student planner, record on SIMS
- Place 'YELLOW C1 CARD' on the student's desk

#### C2

'You have already received a C1 and are continuing to disrupt others. You are choosing to continue to disrupt the class and as a result you have a C2 for your behaviour.'

'If you choose to continue behaving in this way you will be issued with a C3 and will be exited from this lesson.'

#### ACTION

- Enter C2 into behavior log in student planner
- Place 'RED C2 CARD' on the student's desk
- Students may be asked to move places at this point if a short reflective time out period is deemed appropriate. They must return to the classroom. At no point should they be left standing outside your classroom in the corridor.
- 30 minute departmental detention is set and recorded in student planner, in addition an

email home could be sent if deemed appropriate.

- Classroom teacher to enter the incident on SIMS as soon as possible on the same day.
- Subject teacher informs Subject Leader.

### **C3 – EXIT**

'You have chosen to continue to behave in an unacceptable way; despite TWO warnings you will now be Exited'.

#### **ACTION**

- Send for the 'ON CALL' teacher - email [oncall@kingsacademies.uk](mailto:oncall@kingsacademies.uk)
- Complete an oncall exit slip to give to the on call member of staff.
- The 'EXITING TEACHER' to make a SAME DAY TELEPHONE CALL to inform Parents/ Carers of the details of the EXIT.

#### **ARRIVAL AT THE RE-SET ROOM**

- Incident logged on SIMS by BSW
- BSW will take any records of incident that are required, depending on the incident.
- BSW will process and create the C3 letter and set detentions.
- Class teacher to update the incident on SIMS with full details when able to
- The student will remain in the Re-set Room as a result of the Exit and will return to class only when their behaviour is deemed appropriate.

#### **BEHAVIOUR IN THE RE-SET ROOM**

The same behaviour for learning expectations apply in the Re-set Room. If a student fails to behave in a way to allow them and others to learn they will remain in the Re-set Room until their behaviour is deemed appropriate to return to class.

Once students have completed any record of incident forms, they must get on with their work in silence whilst in the RESET room. Students working in the RESET room, will work on paper for the remainder of the lesson, they will not have access to a chromebook.

Work should be sent with the student on their exit and any additional resources should be emailed to the BSW.

#### **Important staff involvement following an Exit**

- The tutor, supported by the YPLs where necessary, will assess if a behaviour monitoring report is necessary.
- **Students who are exited on more than one occasion in a week will meet with their YPL (and contact will be made with home) and receive a formal verbal warning stating that a further exit within the space of a week will result in an internal exclusion.**
- If a student is exited on **6 occasions in a half term** they will be placed on an Individual Behaviour Support Plan (IBSP) managed by the YPL and BSW, an initial planning meeting must take place for this, involving parents and the student. External agency support will be considered as part of this planning.

- The Tutor and YPL are key players in the information loop and ALL incidents logged on SIMS should be seen by the Tutor and YPL. Tutors and YPLs must have the Behaviour Log for their tutor group on their SIMs home page
- All communication with home MUST be logged on SIMS.

## **Monitoring Behaviour**

The tutor will monitor their student's behaviour through the student planner and SIMS. If a student receives **6 C2s** in a half term or more than **10 negative behaviour** points in a week, the tutor will place the student on a green behaviour report or liaise with the Faculty/Subject Leader if the C1s originate from a specific department. YPLs are responsible for monitoring that this is taking place. Parents must be informed.

As part of the tutor programme tutors will monitor the exit logs in the planner for their tutees.

## **Upper KS2, KS3 and KS4**

Report cards are issued in different colours depending on the level of need. Students need to have these checked, morning, break, lunch and after school by the member of staff who has set it or a nominated replacement. Targets set should be relevant to the need of the report. Parents/Carers should be informed when a child is issued with a report card and informed of the sanctions associated with it. At least weekly feedback should be given to parents/carers regarding report cards. Parents will be informed that any crosses received on the report card will result in a loss of break and/or lunchtime detention for 5 minutes per cross or 10 minutes after school.

Completed report cards must be stored on student files.

## **Green Tutor Behaviour Report:**

- This report will be used if a student receives 6 C2s in a range of subjects in a half term or 10 negative behaviour points (tutor discretion, consider the reasons for this e.g equipment) in a week. Students will report to their tutor when instructed and parents must sign it at the end of the day.
- Students will set and agree up to three targets with their form tutor that have formed the reasons for their behaviour transgressions proceeding their report being set.
- For each x the student receives they will receive 5 minutes per cross at break/lunchtime or after school (up to 10 minutes)
- Tutor to discuss with parents and email staff to notify them of the student being on report.
- Students will need to get their report card checked by the member of staff issuing the report at breaktime, lunchtime and after school.

Students will move up to orange report should they do any of the following:

- Receive more than 6 crosses in a single day
- Fail to show report on two occasions.
- Show no clear improvement over the course of the 5 days, receiving multiple xs

## **Orange YPL Behaviour Report**

- This report will be used if a student moves up from green report or for a significant

behaviour incident that requires YPL intervention. YPLs will email staff to inform them. Students will report to their YPL when instructed. Parents will be informed when a child is placed on an orange report card.

- For each x the student receives they will receive 5 minutes per cross at break/lunchtime or after school (up to 10 minutes)
- This report will be issued following a day in Re-set
- A student will complete 5 successful days on report and will move down to Green report. Should a student fail to do this they will continue to be on Orange report until they complete 5 consecutive successful days.

Students will move up to red report should they do any of the following:

- Receive more than 8 crosses in a week
- Fail to report on two occasions.
- Show no clear improvement over the course of the 5 days, receiving multiple crosses

### **Red Behaviour Report**

- This report will be used if a student moves up from orange report or for a significant behaviour incident that requires senior staff intervention.
- This report will be issued following a day external exclusion or an internal external exclusion
- Students will report to a member of SLT when instructed and parents will be informed..
- For each x the student receives they will receive 5 minutes per cross at break/lunchtime or after school (up to 10 minutes)
- Repeated crosses will result in a SLT detention on Friday after school until 4:30pm. Students will complete restorative work followed by CORE work in their detention.

A student will complete 5 days on report and will move down to Orange report if they do this successfully

- Should a student fail to do this they will continue to be on Red report until they complete 3 consecutive successful days.

Students will be Internally Excluded should they do any of the following:

- Receive more than 6 crosses in a day or 12 across 3 days.
- Fail to report on two occasions.
- Show no clear improvement over the course of the 5 days, receiving multiple crosses
- Have a significant behaviour incident

### **Individual Behaviour Support Plan: IBSPs**

Individual behaviour support plans may be created for students for a variety of reasons. A student who receives SEND support will have an Individual Educational Plan (IEP) Students with significant behavioural needs or issues will be issued with an IBSP

An IBSP will be started for a student in the following circumstances:

- Excluded externally 2 times in an academic year.
- Internally excluded 4 times in an academic year.
- Exited 6 times in a term.
- Failure to complete Red report successfully for three consecutive weeks.
- Joins King's Academy Binfield or King's Academy Oakwood on a managed move with a behaviour concern.

The IBSP will be set up and led by the YPLs supported by BSW and VP or Head of Primary if appropriate, and parents will be invited to attend a meeting to discuss and set targets. Should they fail to attend, targets will be made in their absence and they will be informed by Schoolcomms of the outcomes of the meeting.

Targets will be set by the YPLs, supported by BSW, VP/SENCo and Head of Primary if appropriate, and recorded on one day blue personalised reports.

Targets will be reviewed by the YPL, BSW/VP/SENCo and Head of Primary if appropriate, every two weeks and will be escalated to a meeting with the Vice Principal to discuss next steps in terms of improving behaviour if no improvement is made.

Where a student is issued with an IBSP, there should be significant evidence of interventions and external agencies and approaches that have been taken prior to this.

These are including but not limited to:

Small group behaviour intervention led by YPL or BSW	Youth Support Services	Positive Behaviour Project	Mental Health Support Service
Managing emotions sessions with FSA	Youth Offending Team	Sport Support Project RFC	Education Welfare Service
Youthline Counselling	Police Involvement	Restorative behaviour programme with BSW	Young Carers
Behaviour Support Worker mentoring	CAMHS Referral	Behaviour Support BFC	Alternative Bespoke Provisions
Staff member mentoring	Updated SEND assessments	Parental Support Programme	Managed Move

### Completing a report:

Students will carry the appropriately coloured report in their blazer pocket with the appropriate targets written on it.

The following needs to be consistent:

- If the class teacher issues a C1 then a cross must be recorded for behaviour targets and C1 given written in the comments.
- If the class teacher issues a C2 then a cross must be recorded for the behaviour targets and C2 given written in the comments
- If the class teacher issues a C3 then a cross must be recorded in the behaviour targets and C3 given. \*NB The normal recording of a C3 will still need to be completed.

The class teacher also needs to take responsibility for issuing sanctions in line with their faculty policies on top of the marks and sanctions students receive on their reports.

#### **Academic, Positive and Learning reports SIMS**

- An academic or learning report can be issued by a Tutor, YPL, SLT should they feel it necessary.
- An academic report will be used if the member of staff wants to monitor the academic progress of an individual student. It is not a behaviour report and will have personalised information that the member of staff needs to collect on the student.
- The student will remain on the report for an agreed duration and report to the member of staff as required. Parents will be informed.

If they show no improvement after this period a review will take place and alternative approach may be sought, involving parents and the child at all stages..

Tutors, YPLs and SLT will use their discretion with reports in order to produce a productive outcome. This will be clearly communicated with all stakeholders.

#### **Faculty Leader/Key Stage Leader Report: (White)**

- This report is bespoke and will be used to monitor student behaviour in a particular subject or faculty area following repeated transgressions of our learning and behaviour expectations. E.g. if a student receives 8 C1s in a department area over the course of a half term or at the subject leader's discretion, this will only appear on SIMs for the subjects within that faculty.

#### **Attendance/Punctuality/Uniform/Homework/Equipment Report: (Yellow)**

- One report will cover all of these areas and the purpose of the report and target(s) will be recorded for the individual on the report. The report will be used should a student fail to meet the Academy's expectation in any of the areas listed above.
- Students, Tutors, Class teachers, YPLs, Attendance officer or SLT can initiate the report and the student will report to one of these members of staff, predominantly the tutor or class teacher.

## APPENDIX 3.

### BEHAVIOUR SANCTIONS: EYFS, KS1, KS2

#### For minor infringements

- A verbal rebuke
- Withholding praise, if it is not deserved.
- Repetition of task, if not done satisfactorily.
- Loss of privilege 'Time out' system e.g. having to sit apart from the rest of the class.
- A behaviour system using a 7 level rainbow system. All students start the day on 'Ready to learn'. If students show positive behaviour in line with DARE values they can move up through 'Excellent choice', 'Role model' and 'Star student' and be rewarded with 1, 3 or 5 dojo points. If sanctioned, children will move through 'Make better choices', 'teachers choice' and 'Parental contact'. These steps come with a loss of 'Golden Time' or playtime. Parents will be informed if a student moves to 'Parental contact'. If unwanted behaviour continues, children have a time out with a member of the SLT.
- Previously awarded rewards will never be removed from a student.

#### For more serious contraventions of rules and all instances of really 'unacceptable behaviour' e.g. violence, bullying, harassment, vandalism etc.

- Verbal referral to class teacher, senior teachers, EYFS/KS1/KS2 Lead, Deputy Head or Head of Primary
- Liaison with parents, who should be made aware of the issue
- Logging on SIMs
- Loss of 'golden time' or play time.

#### For major misdemeanours and frequent breaches of school rules

- Verbal referral to Head of Primary, Vice Principal, Inclusion or Executive Principal
- Removal from place of problem for a longer period
- Contact parents/carers if misbehaviour persists and parental involvement will be beneficial
- Individual Support Plan
- Behaviour Programme for those children who find difficulty in conforming for any length of time. (Although this is a sanction it will often involve a sticker card or folder which rewards improved behaviour)
- Referral to External Agencies depending on the child's needs.
- Referral to Educational Psychologist for further advice and support
- Pastoral Support Programme for child at risk of exclusion
- Fixed-term Exclusion
- Permanent Exclusion

(These last two sanctions would only be used when every other way had been tried and as a very last resort).

**\* High priority is given to establishing positive links with parents as this is crucial in maintaining the necessary standards of behaviour.**

Once students move into upper KS2 (Year 5 and Year 6) they will begin to follow the behaviour sanctions as outlined below for KS3 and KS4 to prepare them for their start in the secondary phase.

### **BEHAVIOUR SANCTIONS: KS3 and KS4**

Behaviour sanctions will be decided on based on the severity and context of the incident. Where there is a sanction, consideration also must be given to the proactive and restorative work that will take place with the students to ensure the behaviour is not repeated.

**DETENTIONS** - All detentions must be recorded on SIMs and logged in the planner, parents need to be aware.

#### **SLT DETENTIONS:**

SLT detentions are issued for the most significant behaviour issues or repeated negative behaviours.

SLT detentions are led by SLT or senior staff member every Friday until 4:30pm in the detention room.

Students will be escorted to their detention by their P6 teacher.

Parents will be sent a letter with details of the SLT detention. Students receive a reminder from tutors.

Students failing to attend their SLT detention without a valid reason will result in the student being placed in Internal Exclusion the following Monday.

Any poor behaviour, lateness or lack of effort will result in the detention being reset.

#### **YPL DETENTIONS:**

YPLs may issue up to a 60 minute detention to address more significant behaviour issues that are likely to be cross faculty or discriminatory towards others. These will run on specific nights for each year group. After school detentions require twenty-four hours' notice to Parents/Carers.

Students who fail to attend a YPL detention will automatically be placed into an SLT Detention Friday of that week.

Students to be escorted to their detention by their P6 teacher.

#### **DEPARTMENT, FACULTY or TUTOR DETENTIONS:**

Faculties may issue up to a 60 minute after school detention to address negative behaviour or repeated failure to submit homework.

Students receiving a C2 in a faculty will receive a 30 minute detention which will be recorded on SIMS. This can be set after 3.00pm or at lunch break. After school detentions require twenty-four hours' notice to Parents/Carers. If at lunch, the students must have the right to eat their lunch under detention supervision.

Students who fail to attend a department detention on two occasions will receive a YPL detention.

Focus must be on staff members taking ownership of their detentions and the restorative conversations/actions that need to take place following the incident.

Where a student has failed to follow our uniform policy regarding hair cuts or colours students will spend the day with their form tutor and lose their break and lunch time until it is rectified, or for a week in the case of extremely short hair (below grade 2)

### **LATE DETENTIONS:**

Students who do not arrive by the time their tutor register closes at 8:45am will be deemed late. Students are placed in detention on the day of their lateness. Any student who arrives to school late must sign in with the Attendance Officer who will set and manage their same day detention.

Academy late detentions are led by the attendance officer every day in the detention room during the first 20 minutes of lunchtime.

Students with a valid reason for lateness will be recorded late by their tutor but the tutor may attach a note to their SIMS register stating that no detention is required. Students who fail to attend late detention are reset for the following day. Failure to attend two late detentions, without a valid reason, will result in a YPL Detention.

### **LUNCH DETENTIONS:**

Lunch detentions will be set with the Behaviour Support Worker for repeated poor behaviour at break or lunch times for the period of a week.

Same day lunch detentions will also be set with the Behaviour Support Worker as part of the C3 process.

Students will need to bring their lunch to the RESET room and eat their lunch in silence during their lunchtime detention.

### **INTERNAL EXCLUSIONS:**

Internal exclusions will be issued for either repeated exits, failures to attend SLT detentions or for one-off serious behaviour transgressions. An internal exclusion will result in a student spending an extended day (8.30am – 4.05pm) in isolation in the RESET Room. They will remain in there throughout break and lunchtimes. Following an Internal Exclusion a student will automatically be placed on an Orange YPL Report. Parents will always be notified. A reintegration meeting will be held with the BSW and YPL prior to them returning to lessons

Behaviour in the RESET room must be exemplary and work must be completed in silence and on paper.

Students must complete at least one restorative piece of work during their day in the RESET room.

A student in internal exclusions must not receive rewards for expected behaviour.

### **INTERNAL OFF-SITE EXCLUSIONS**

An internal off-site exclusion will be issued for more serious behaviour transgressions or for repeated internal exclusions as an alternative to a fixed term exclusion. An internal off-site exclusion will result in a student spending a set amount of time in the Inclusion facility at a partner school. Full KAB uniform will be worn and work will be set for the duration of their time. Following an Internal Off-site Exclusion a student will automatically spend one day in Internal Exclusion and will then be placed on a Red SLT Report. A meeting with parents will be held to discuss the behaviour and sanction.

### **FIXED TERM EXCLUSIONS**

Fixed Term Exclusions will be used as a last resort when all other behaviour strategies and sanctions have been used **or** as a result of exceptionally serious behaviours. Following a Fixed Term Exclusion a student will automatically spend one day in Internal Exclusion and will then be placed on a Red SLT Report. A meeting with parents will be held to discuss the behaviour and sanction and a post exclusion meeting will be held prior to re-integration.

A combination of fixed term, internal off-site or Internal exclusions may be used .

### **PERMANENT EXCLUSIONS**

Permanent Exclusions will be used as an absolute last resort when all other behaviour strategies and sanctions have been used **or** as a result of exceptionally serious behaviour which endangers others or brings the academy into serious disrepute.

## **APPENDIX 4**

### **CLASS TEACHER RESPONSIBILITIES: KS1 and KS2**

It is a class teacher's responsibility to monitor the academic and pastoral wellbeing to ensure there are no barriers to students' learning.

#### **Attendance and Punctuality**

The class teacher will record students' attendance and punctuality accurately on SIMS during morning and afternoon registration. A student is late if they arrive after 8.45am in the morning or after 1.30pm in the afternoon.

#### **Uniform**

The class teacher will check uniform, presentation and PE kit of all students and will liaise with parents/carers where it is not in line with Academy standards. They will ensure top buttons are done up, ties are correctly positioned or tied with the badge showing under the knot, skirts and summer dresses are of the correct length and style and students' jewellery, hair, nails and makeup are in line with Academy policy. See below:

- Students may wear one plain metal stud in the lobe of each ear. No other piercings will be allowed.
- Hairstyles and colour must be discreet and of a natural tone. Shaved hair must be grade 2 or above.
- Students are not permitted to wear nail polish or false nails. If worn it must be removed immediately.
- Students are not permitted to wear make-up.
- Students will wear appropriate school uniform including black school shoes which can be polished. Students have the option to borrow school uniform or shoes.

### **TUTOR RESPONSIBILITIES: KS3 and KS4**

It is a tutor's responsibility to monitor the academic and pastoral wellbeing to ensure there are no barriers to students' learning. This should be read in conjunction with [Role of the form tutor](#).

#### **Attendance and Punctuality**

The tutor will record students' attendance and punctuality accurately on SIMS during morning and afternoon registration. A student is late if they arrive after 8:45am in the morning or after 1.25pm in the afternoon.

## **Equipment**

The tutor will check students have basic equipment with them to ensure they are equipped to learn. If a student fails to bring equipment the tutor will provide it for that day and issue a 10 minute lunch detention that day. Should the student fail to attend they will be issued a 20 minute lunchtime detention in the RESET Room. Persistent failure to arrive equipped to learn may result in parents being contacted and an organisation report.

## **Uniform and Presentation**

The tutor will check uniform and presentation of all students during all contact periods. They will ensure top buttons are done up, ties are correctly knotted with the badge showing under the knot, skirts are of the correct length and students' jewellery, hair, nails and makeup are in line with Academy policy. See below:

- Students may wear one plain metal stud in the lobe of each ear. No other piercings will be allowed.
- Hairstyles and colour must be discreet and of a natural tone. Shaved hair must be grade 2 or above.
- Students are not permitted to wear nail polish or false nails. If worn it must be removed immediately.
- Visible make up is not permitted. If students are wearing visible make up it must be removed immediately.
- Students will wear appropriate school uniform including black school shoes which can be polished and black socks. Students have the option to borrow school uniform or shoes.

If students fail to comply with the above requirements they will remain with their tutor until their uniform and presentation is correct and in line with Academy standards.

## **Other Tutorial Responsibilities**

Any issues with equipment, uniform or student presentation will require the tutor to contact the parents with the aim of resolving the issues as soon as possible. Tutors will check students' planners regularly.

Tutors will also monitor the students' Behaviour Logs and initiate the report procedure (detailed in Appendix 2) if necessary. Any breach of academy policy must be recorded by the tutor on SIMS.

