KINGSTONE ACADEMY TRUST

APPROVED POLICY DOCUMENT

Behaviour for Learning Policy & Procedure	
Relevant School/s:	**KHS**
Policy Officer:	**Matthew Morris**
Approval:	**Delegated**
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Behaviour for Learning Policy & Procedure

> ***Kingstone Academy Trust will ensure that all our students learn successfully and support each other in a caring environment in which teachers are free to teach and students are free to learn. Good behaviour is the concern of everyone.***

1. Introduction and Context

This policy sets out a framework for the behaviour for learning of all in Kingstone High School and is a statement of good practice that contributes to the positive ethos at our school, in line with the school's mission statement "Achieving Success Together". The policy promotes high quality learning relationships for all and sets out appropriate ways of dealing with problems that may arise through clear systems and structures.   We believe in rewarding those who work hard and behave respectfully as well as having consequences for those who choose to break the rules. We have a commitment to developing and building an inclusive school and an approach to learning that builds security through recognising strengths and celebrating success, leading to good classroom relationships. This ensures that the values of our school are based on equal opportunities for all. We have fair rules and we believe that every member of our learning community has a part to play in making sure that they are adhered to.

This is a working document that lays out the different parts of the policy. We are aware that its success depends on students, parents, and staff working together to achieve the behaviour we all want from all of our children.

The school uses Go4Schools Behaviour Management System (Go4Schools) to record incidents of unacceptable behaviour and as a method to reward positive behaviour through a points system.

At Kingstone High School we value the input of all members of our learning community. A working party of staff and students has been consulted in relation to our current behaviour systems.

2. Definition

All members of the school community are expected to make a positive commitment to promoting and modelling positive behaviour for Learning. Our aim is to ensure a peaceful, safe and happy school in which individuals can live, learn and develop their potential. To this end all staff will strive to show care and compassion towards each other, adults and students alike, as well as enforce the rules firmly and fairly.

Students are encouraged to respect themselves and others and expected to take responsibility for their own behaviour. The clear codes of acceptable behaviour should be adhered to by students. Staff and students should follow the agreed procedures if breaches of the rules occur.

The Behaviour Policy includes the power to use reasonable force.

3. Aims and Expectations

A positive approach to discipline is a key feature of life at Kingstone High School. There should be a clear, shared understanding between staff, parents, trustees and students. The Home School Agreement is an essential part of this, and is agreed with parents, students and staff. Our Behaviour for Learning Policy is designed to guide us towards becoming the sort of community we wish to be, both within the school and within the wider community; and to promote good behaviour in a positive way, through good relationships between staff and students. A well-established policy will also be supportive to new members of staff and new students.

3.1   Aims of the Policy

- To foster mutual respect between all members of our learning community.
- To create a safe and supportive environment for teaching and learning.
- To establish and underline effective behaviour for students.
- To determine rewards for meeting / maintaining positive behaviour.
- To detail guidelines for action when expectations are not met.

We believe that:
- Every student can achieve success in different areas of study and by using different pathways
- Praise and rewards are needed in order to change behaviour as well as sanctions
- We should set high standards for staff and students.
- We celebrate success wherever it is achieved in the school
- Students should be encouraged and supported to stay in education or training until they are eighteen, using all the different pathways available
- Education should be an enriching experience for all, as well as a gateway to future successes

As a school we value:
- Working hard and self-discipline
- Wanting to achieve
- Learning of all kinds
- Co-operation
- Telling the truth and learning how to face up to the consequences of our actions
- Respecting the rights and property of others
- Courtesy and helpfulness
- Punctuality and reliability

3.2 Our Expectations

A mutually supportive, caring and purposeful atmosphere helps us achieve our aims:
- To nurture confidence and self-esteem, enabling each student to adapt to changes in society and to respond to the opportunities that change offers.
- To foster compassion and tolerance, celebrate diversity and develop a sense of care for the whole community and environment.
- To equip each student with the skills, knowledge and love of learning required to fulfil his or her true potential whilst at school and as a mature adult within our community.
- To create a disciplined and well-resourced learning environment in which achievement is celebrated and the individual accepts responsibility for his or her own personal development.

The Behaviour for Learning Policy aims to:
- To promote students' relationship between themselves, others and the curriculum.
- To reduce the impact of behaviour problems on the smooth running of the school by ensuring all are aware of the procedures for dealing with the problems.
- To promote an understanding of why students misbehave and therefore how they can be encouraged to amend their behaviour.
- To promote restorative approaches
- To encourage and enable all staff to develop appropriate strategies for dealing with poor behaviour.
- To promote consistency of positive behaviour within the school through regular rewarding of excellent behaviour, attainment or contribution to the whole community.

4. Actions and Responsibilities

Good behaviour is the concern of everyone: all staff have a responsibility to address breaches of discipline if they come to their attention at any time and in any place.

4.1 All Staff
- All Staff are to make themselves familiar with the Behaviour for Learning Policy.
- All staff are to make themselves aware of the whole school Behaviour system.
- New staff to the school should seek guidance and clarification from their Line Manager.
- The Behaviour system must be explained to all new students joining school (as a group in September and individually where students join mid- year)

4.2 Department Teams
- Department Teams have a responsibility for their part of the school site. They should supervise the movement of students into, out of and through their area allowing students to travel quickly and safely whilst conforming to expectations.
- Staff should meet and greet students – having a physical presence in doorways to challenge poor behaviour where seen.

4.3 Subject Teachers
- Subject Teachers are to generate a positive working atmosphere in their lessons conducive to learning using Department /Pastoral support and the school Behaviour System to address poor behaviour in instances where other strategies prove unsuccessful.

4.4 Heads of Department
- Heads of Department are the first points of contact for the staff within their Department area.
- Having established departmental procedures they will deal as appropriate with issues that arise, and/or liaise with the relevant Head of Year to establish a broader picture.

4.5 Form Tutors
Form Tutors will monitor the personal development of each student in their care addressing issues as they arise. Problems of a general/personal nature will be referred to the Form Tutor who should:
- investigate the cause of poor behaviour
- have an overview of the situation
- liaise with parents

4.6   Heads of Year

Heads of Year (HOY) will monitor the "big picture" using information from form tutors, subject teachers and Heads of Department, as well as the data and information available on Go4Schools. Heads of Year are responsible for the full academic, behaviour and attendance monitoring of students within their year group. They will look to identify any possible barriers to success and devise plans to support their students. Heads of year will:

- Communicate with students and ensure that they know what is going on
- Further investigate the cause of any concern (either behaviour or achievement)
- Consult with and feedback to form tutors, class teachers and any relevant member of staff
- Monitor the behaviour of students (positive and negative)
- Liaise with outside agencies
- Liaise with parents

4.7   Senior Leadership Team

The Senior Leadership Team will:

- initiate and monitor PSPs
- deal with extreme cases
- liaise with parents
- act as the lead for all staff in the expectation of good behaviour choices
- support all staff in dealing with poor behaviour choices

Please refer to the Use of Reasonable Force Policy (Staff)

5.   Monitoring and Review

Updated figures on the monitoring of behaviour are to be presented at Trustees' meetings, and explained in appropriate detail by a member of the Senior Leadership Team.

This policy should be reviewed every two years by the Trustees. The Behaviour working party will meet when necessary to review behaviour data and suggest/action any changes needed to the operational running of the behaviour systems in school.

6.   Notes to the Policy

Appendix 1   Anti Bullying Policy

Date established by the governing body: September 2012
Updated: September 2014
Reviewed and Updated: January 2017
Updated: September 2018
Updated: December 2019
Reviewed and Updated September 2020
Reviewed and Updated September 2021

1.Our Expectations for Students

We understand that our students will experience the usual difficulties and problems associated with adolescence. However, by the time our students leave school, we expect that they will demonstrate maturity, social and self-awareness, as well as being considerate of others in local and wider communities. We expect our students to be seen both in school and in the wider community as mature young people, aware of their personal responsibilities.

The Classroom

In the classroom we expect that Students will:
- Arrive on time properly equipped
- Not eat or drink in class, with the exception of water bottles
- Make it easy for everyone to learn
- Listen and consider the views of others
- Work cooperatively with teachers and other students
- Work to the best of their abilities
- Take responsibility for their own work and behaviour
- Follow reasonable instructions

Following the school code of conduct, all students are expected to:
- Respect themselves and each other.
- Work in a positive way in lessons
- Be organised and work either silently or actively for the benefit of themselves and others
- Behave in a safe and sensible manner
- Be on time for school and for lessons
- Respect and care for the property of others and for the school environment
- Wear school uniform correctly

Start of lessons

- Arrive at lessons on time
- Be in full school uniform and have relevant equipment/kit
- Begin the lesson in an orderly manner
- Settle down to starter promptly

During Lessons

- Follow teacher instructions
- Complete activities that are set
- Behave positively towards others
- Work silently when required to
- Actively engage in the work set
- Record all homework

End of Lessons

- Ensure the classroom is tidy -no litter or clutter.
- Stand behind chairs and wait to be dismissed.
- Leave the lesson in an orderly manner.

2. Our Expectations for Staff

We expect that staff will:

- Create a secure learning environment where students can learn free from emotional or physical threat
- Set clear and reasonable limits
- Encourage students to trust staff by treating pupils fairly and with respect
- Have high expectations and give informal feedback about effort, progress, achievement and behaviour
- Set work appropriate to the students' current attainment
- Discuss behaviour with students and how to move on and re-engage with learning
- When incidents occur in the classroom encourage students to be honest and find ways of 'putting it right'
- Encourage students to discuss their concerns with staff
- Record rewards and sanctions on Go4Schools

Start of lessons

- Ensure students are in full uniform before they enter the lessons
- Ensure that there is an orderly start to the lesson – work to be available upon entry.
- When possible, ensure learning objectives are on the board before students arrive
- Greet students appropriately at the door and oversee the corridor directly near to their door
- Expect students to enter immediately and go straight to their workplace as stated on the seating plan.
- Aim to have the class at work within a few minutes

During Lessons

- Ensure that lessons are differentiated and delivered in an appropriate way
- Reinforce positive behaviour management strategies (explained below)
- Follow up any challenging behaviour according to the school policy
- Actively reinforce the rewards policy
- Give verbal praise and encouragement as often as possible – try to say something positive to everyone.
- Be mobile around the classroom, position themselves so that every student can be seen
- Implement silent work when conducive to learning
- Ensure students have recorded homework
- End the lesson in an orderly manner

End of Lessons

- Ensure clearing up is achieved by all – accept no litter or clutter
- Students to stand behind their chairs to wait to be dismissed individually
- Dismiss students in an orderly fashion
- Oversee the corridor directly near to their door

3. Our Expectations: outside of the classroom

It is the responsibility of all staff to deal with behaviour incidences that do not conform to the code of conduct, wherever they occur around the school.

Students who behave inappropriately should be made aware of the fact that the member of staff is dissatisfied with them. The member of staff should encourage the student to correct his/her behaviour. Sanctions for students not willing to accept responsibility could be any of the following:

1. Question -'Are you refusing to follow my instructions?'
2. Question – 'Are you aware that you are not following the school's code of conduct?'
3. A private conversation with the student
4. The relevant consequence following the Behaviour System Levels.
5. Phone call home

Corridor Rules

In order to enable safe movement and good behaviour in the corridor it is stressed that all staff have a responsibility to remind students of appropriate behaviour in corridors and to walk on the right-hand side of the corridor. This means:
- All staff to challenge, calmly and assertively, students who are breaking the rules, referring directly to the rules i.e. walking on the right side of the corridor.
- In confronting poor behaviour, aim to avoid conflict with students and if necessary seek support.
- All staff who observe poor corridor behaviour should record an Out of Class Sanction on Go4Schools.
- All staff should be at the door of their classroom on time (before the bell) at the start of the lesson to supervise entry and exit to and from the corridor.

Other areas in school

All staff to challenge, calmly and assertively, students who are breaking the rules. Staff should refer directly to the rules when challenging unacceptable behaviour. All staff who observe poor behaviour outside of lessons and the corridors should log the issue on Go4Schools and inform duty team leader/form tutor or head of year.

Areas outside of school

Individual student's behaviour in school will be a factor taken into consideration when trips are being planned. Students not meeting expectations, will be given an opportunity to achieve set targets (within a time frame) to show they have achieved positive behaviours to allow them to access the trip.

Student behaviour outside school on school business (e.g. school trips, away school sports fixtures, college placements or work experience placements) is subject to the school's Behaviour for Learning Policy and Code of Conduct. Poor behaviour in these circumstances should be dealt with as if it had taken place in school.

4. Anti-Bullying

The Principles

Kingstone Academy aims to provide a safe and caring environment in which each student feels secure. We see it as the responsibility of us all, the Governors, the Headteacher, The Staff, Students and Parents to ensure that the School has an ethos that encourages every student to achieve their maximum potential, both academically and socially.

There should be an atmosphere of mutual respect, co-operation and consideration for others, particularly within the School Community, but also in our dealings outside of school. Any behaviour that is threatening, that makes an individual feel uncomfortable, unhappy, intimidated or persecuted in or on the way to and from school, will not be accepted. Students who are found to be involved in bullying will be dealt with through the School's Sanctions Policy and where necessary exclusion will be considered.

What is Bullying?

- At Kingstone we consider that bullying is the deliberate act to emotionally and/or physically harm another student. Quite often this act is repeated over a period of time and victims find it difficult to defend themselves. Bullying can take many forms including:
- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones
- Intimidation – mental or physical, even if not directly involved i.e. being a member of a group of students known to intimidate other students.
- The Kingstone community will discuss the issues surrounding bullying as part of the curriculum. This will help to raise the awareness about bullying and the anti-bullying policy. It will work towards increasing the understanding for victims and help in the building of an anti-bullying ethos. The curriculum will teach students how to manage their relationships with others constructively.

See Appendix 1 Anti – Bullying Policy

5. Positive Behaviour Management Strategies

All members of staff should employ strategies to avoid / defuse confrontation so that an exacerbation of the situation may be avoided. The manner in which staff speak to students can often determine the response they receive.

If confrontation develops between a member of staff and a student, then the following strategies could be employed in an attempt to defuse the situation:

- Keep voice calm and lower the volume to lower normal level
- Speak to the student without an audience
- Keep calm and avoid shouting
- Do not invade student's "personal space"
- Avoid touching the student – never try to remove a student physically from a room or attempt to block a student's exit, unless there is a significant risk to staff/student safety
- Never insult, abuse or humiliate a student verbally
- Be prepared to postpone the dialogue until the student has calmed down

We must aim to develop positive working relationships with our students and every member of staff must balance any disciplinary sanctions with positive reinforcement, rewards and recognition of students' efforts and successes.

- As a starting point, when a student is challenged in a calm assertive manner every member of staff is expected to cover some of the points below:
- Check that the student understands what he/she is in trouble for by discussing what has happened to them
- Establish that she/he knows the behaviour was unacceptable
- Explore the effect that the behaviour has on others
- Discuss with the student the nature of the behaviour they are exhibiting
- Exercise strategies for avoiding the same situation in the future
- Encourage student to think of or offer some alternative strategies in order to avoid a repetition of the unacceptable behaviour.

All staff should be consistent in following up and recording incidents of unacceptable behaviour on Go4Schools.

6. Consequences for Disruption to Learning

When a student breaks the rules teachers will be working with this escalating warning system

Initial Teacher Strategy
Positive reinforcement language used to advise students of the inappropriate behaviour and the possible next step.
Behaviour strategy
Verbal warning given to students, explaining that a consequence will be actioned for a repeated offence. Record on G4S, but no behaviour points allocated.
Level 1
Detention up to 15 minutes issued, to be set for either break time or lunchtime, with clear direction given that this will be escalated to an after school detention
Level 2
After school detention issued, Teacher to call parent to inform of detention and initiate letter home and inform office. Head of department escalation and on-call used if necessary.
Level 3
Student to be taken by On call* (period of time in isolation to be completed for reflection) with clear direction given that this will be escalated to additional time in the ARK if rules are not adhered to. Restorative questions to be used to support the reflection.
Level 4
Student to have additional time in the ARK, with clear direction given that this will be escalated to a fixed term exclusion. Support from Pastoral Team in order to identify barriers for students.
Level 5
Fixed Term exclusion for persistent disruptive behaviour

*On Call will collect student from the teacher of Head of Faculty and book the student into the ARK (see appendix for protocol)

7. ARK Procedure

The isolation room is located on the ground floor of the main building. It is available to be open from 09:00 to 16:20.

The students will either:
Arrive at the ARK at 09.00 and leave at 16:20 as it has been prearranged
or:
Be taken there by the On Call staff at Level 5, the log completed, parents and Head of Year to be informed.

Students need to:

- Complete an ARK contract
- Hand in all mobile devices
- Bring their own food and drink (except FSM). If food is needed, this needs to be booked with the On Call during period 1.
- Each student in the ARK will be told the rules and what is expected from them.
- Monitor and log students' behaviour on their individual lesson details.

- Mid-morning, Students have a 10-minute break, this is extended to 15 minutes if pupils have behaved and worked appropriately.

- Students are only allowed to eat and drink in their breaks when it has been agreed with the member of the staff supervising.

- Lunchtime is at 12:45-13:15 and if behaviour has been excellent students, may have it extended to 13:25

- The students are responsible for cleaning their desks. The desks need to be checked.

STUDENTS ARE NOT ALLOWED TO TALK IN THE ARK UNLESS IT IS THEIR BREAK OR LUNCHTIME.

Staff need to ensure:

- Students understand the standards expected in the ARK and the consequences for failing to uphold this standard.
- Ensure there is suitable work for the student to complete and return to class teacher.
- Complete the ARK log in the B and S folder and on Go 4 schools.

8. Escalation of Behaviour Choices

When a student fails to meet expectations, staff will be working with this warning system

Class / Form teacher – Initial behaviour Strategy		
Behaviour	**Sanction**	**Notes**
• Talking/off task • Distracting other students • Chewing Gum • Internet Misuse *Use of Mobile Phone	Positive reinforcement used to advise and support students in changing their behaviour choices	Seating plans and groupings *Removal of mobile phone and placed in the office.
Class / Form teacher – Behaviour strategy		
Behaviour	**Sanction**	**Notes**
• Talking/off task • Distracting other students • Chewing Gum • Internet Misuse • Eating food/Inappropriate use of drink bottle	Verbal warning given to student. Behaviour recorded on G4S but no behaviour points attached.	Recorded on G4S but no points allocated
LEVEL 1 Class / Form teacher (-1 point)		
Behaviour	**Sanction**	**Notes**
• Talking/off task • Distracting other students • Rudeness • Chewing Gum • Internet Misuse • Eating food during lessons/ inappropriately use of drink bottle • Lateness to Lesson • No book/homework • Indirect use of foul or abusive language	Up to 15 minute break or lunchtime detention	Failure to amend basic behaviour expectations. Ensure recorded on G4S with -1 point.
LEVEL 2 Class Teacher and Head of Department (-2 points)		
Behaviour	**Sanction**	**Notes**
• Failure to follow instructions and continued disruption to learning	• After school detention • Contact home • On-Call used if necessary • Meeting with parents	Subject report. On-call available, who will try and resolve the situation positively and return the student to lesson if appropriate Complete removal from the lesson will result in an automatic after school detention.

LEVEL 3 Head of Department and Head of Year (-3 points)

Behaviour	Sanction	Notes
• Failure to follow instructions and continued disruption to learning • 3 Level 2's in 1 week	• ARK – Period of time in Internal Isolation • Contact home • Meeting with parents	Pastoral report Restorative conversation

LEVEL 4 Head of Year (-4 points)

Behaviour	Sanction	Notes
• Failure to follow instructions and continued disruption to learning • 3 Level 3's in 1 week • Smoking including possession of material • Graffiti • Threatening behaviour towards a member of staff • Racism/discrimination/Hate crime • Bullying • Verbal abuse • Fighting • Not responding to uniform warnings (hair, clothes, eyebrows, jewellery, piercings) • Internet misuse *Misuse of school/public transport	• Contact home • ARK - Internal Isolation for whole day	Restorative conversation MyConcern log completed & BRASH form when necessary by relevant member of staff *Warning letter followed by Bus ban

LEVEL 5 Head of Year and Senior Leadership Team (-5 points)

Behaviour	Sanction	Notes
• Theft • Alcohol • Illegal substances • Graffiti • Racism/Discrimination/Hate crime • Bullying • Verbal abuse • Threatening behaviour towards staff • Fighting • Knives/offensive weapons • Internet misuse • Foul and abusive language (direct/extreme) • Misuse of school/public transport	• ARK – Internal Isolation • Fixed term exclusion • Contact home • Re-admittance with parents	Police contact Re-admittance meeting to follow the same format of restorative conversation MyConcern log completed & BRASH form when necessary by relevant member of staff Bus ban

Escalation of Infringements of the uniform

Level 1- Tutor to remove or arrange removal
Level 2- Tutor to contact home
Level 3 – ARK (Student will remain daily in the ARK until uniform code is correct)

Detentions

Where appropriate, detentions are used to reinforce the expected levels of behaviour and conduct at Kingstone Academy. Detentions should be used to try to repair and rebuild any break down in relationships. Where this is not possible and continued poor behaviour choices are happening, attempts should be made to do this at a time suitable to all parties. Restorative approaches should be used with the following questions leading the conversation:

- What happened?
- Who has been affected and how?
- How can we put things right?
- What have we learnt so as to make different choices next time?

In school, detentions can be set during either break or lunchtime and should last no longer than 15 minutes.

After school detentions will be set for a Wednesday, unless agreed otherwise by all parties, from 15:20pm-16:20pm. The parents/carers must be notified by letter and followed up with a phone call or email. The detention is logged with the office staff and students register for the detention in the main hall. Students should then be collected by the Head of department to complete the detention in that area. Restorative conversation should again happen in order to build positive relationships.

9. The Role of Parents and Carers in Promoting Positive Behaviour

Parents / carers play a vital role in the promotion of positive behaviour by:

- Ensuring your child attends school every day and arrives on time for registration
- Acknowledging the school's positive behaviour policy and supporting your child's self-discipline by encouraging good behaviour
- Encouraging your child to develop and sustain positive relations with their peers
- Setting high and realistic academic expectations for your child
- Talking to your child about what they are learning; how they are revising and how they can improve
- Monitoring and checking your child's homework on Go4Schools
- Communicating with the school when there are concerns.

Parents play a vital role in promoting positive behaviour and it is important that the school and parents work in tandem to address inappropriate behaviour or academic underperformance.

We recognise that this partnership is crucial in supporting the child and preventing a deterioration of behaviour, which could ultimately impede the progress of the pupil. Early detection of potential problems enables speedy and more effective remedies. The importance of the school/parent partnership cannot be over-stressed. It is through an effective partnership that we can ensure that young people are given the necessary support to facilitate their academic, personal and social development.

10.   Achievement Points

Achievement points are awarded to students for positive behaviour, effort and achievement both inside and outside the classroom.

Whole School Achievement Point Descriptors:

BRONZE (100 Points)	Year 7	
	Year 8	
	Year 9	
	Year 10	
	Year 11	
SILVER (250 Points)	Year 7	TBC Student Council selections Will update once achieved.
	Year 8	
	Year 9	
	Year 10	
	Year 11	
GOLD (500 Points)	Year 7	
	Year 8	
	Year 9	
	Year 10	
	Year 11	
PLATINUM (750 Points)	Year 7	
	Year 8	
	Year 9	
	Year 10	
	Year 11	

School Points

Points	
7	100% attendance per term Representing the school
5	Exceeding target grade 95% attendance Participation in intra-school events (house competitions)
3	Positive attitude to learning Attending extracurricular activity Achieving target grade Values in action

11.   Behaviour Reports

Pupils can be placed on report to track their behaviour. Dependant on their behaviour points they can be on report to either their Form Tutor, Head of Year or a member of SLT. Pupils can also be supported with the use of Individual Behaviour Plans which will be set with parental involvement and reviewed every two/three weeks.

Form Tutor Report – Level 1
- Discussion with parents to initiate report and agree targets   - Student added onto Go4Schools under the Form Report heading to note the time of set up and notes.   - Students on report will be highlighted on the school register system for staff to be aware.   - If behaviour is unacceptable, Go4Schools to be updated and Behaviour system procedures followed.   - Meeting set at end of two weeks to review report, to decide if next steps (off report or report extended for a further two weeks)
Pastoral Report - Level 2
- Meeting with parents, Form Tutor and Heads of Year at the end of the 4-week Form Report cycle to commence Pastoral Report. Report log issued and placed into planner.   - If behaviour is unacceptable, Go4Schools to be updated and Behaviour system procedures followed.   - Student to meet with Heads of Year and communication with parents daily on behaviour.   - Meeting set at end of two weeks to review report, to decide next steps (off report or report extended for a further two weeks)
PSP – Level 3
- Meeting with parents at the end of the 4-week Pastoral report cycle with Head of Year. PSP set up and Local authority informed. Report log issued.   - If behaviour is unacceptable, Go4Schools to be updated and Behaviour system procedures followed.   - Student will have set targets to work toward to avoid fixed term exclusions.   - Alternative provisions to be discussed e.g. The Aconbury, The Cartshed   - Use of specialised interventions e.g. The Behaviour team

The School will regularly review the support available to those individual students identified as being at risk of disaffection or exclusion.

This will include:
- Mentoring - the School employs Pastoral leaders who can work on a 1-2-1 basis with individual students or work with small groups.
- Access to alternative curriculum – Functional skills, ASDAN
- Teaching strategies – Head of Teaching and Learning and SENDCO will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition.
- Planned "Time Out" - Students who experience difficulty with impulsive behaviour can be offered a Time Out card where they will leave the lesson for a short period of time and visit a designated space in ELSA.

- Behaviour Report– is used for those students who struggle with their behaviour. It will identify targets for the student to improve and outline the strategies and support that is being provided for them.
- Pastoral Support Programme (PSP) - The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills.

12.   Fixed term and Permanent Exclusions

Formal exclusions are the most severe sanctions available to the school. Their procedures are strict and governed by law. All formal exclusions involve the Executive Headteacher, Trustees and LA. Only the Executive Headteacher, or the Head of Secondary in his absence, can exclude a student.

A decision to exclude a student should be taken only:
In response to serious breaches of the school's Behaviour Policy, and if allowing the student to remain in school will seriously harm the education or welfare of the student, or others in the school.

There will, however, be exceptional circumstances where, in the Executive Headteacher's judgment, it is appropriate to exclude permanently a student for a first or "one off" offence. Exclusions are a last resort and are never considered until all other options have been exhausted. For example:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Possession of and/or supplying an illegal drug
- Carrying an offensive weapon
- Persistent and defiant misbehaviour including bullying (which includes racist or homophobic bullying).

Requests for exclusions will not be considered without full details of the incident(s) written up on Incident Reports Forms accompanied by relevant Student Statement sheets.

Prior to the decision being made, investigation of the incident needs to take place; this should be by the Deputy Headteacher or Heads of Year.

If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done, this will be discussed with the Senior Leadership member with responsibility for Behaviour and the Executive Headteacher and they may exclude the pupil.

Kingstone High School will also consider whether or not to inform the police, where a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Social Workers.

When a student is excluded from school a risk assessment must be completed, and work is set for the period of time the student is out of school. This is collated by the Head of Year. It is imperative that all the teachers of the excluded student set appropriate work.

Each student who has been excluded will return to school closely monitored by the HOY / SLT. Each student returning from exclusion will have a reintegration meeting with either the Head of High School / Deputy Headteacher/SLT member with responsibility for behaviour. They will also be monitored for two weeks at the relevant report level.

Appendix 1   Anti Bullying Policy

> *Kingstone Academy Trust sees the prevention of bullying as a whole school approach in which everyone is involved, including students. All known incidents of bullying will be acted upon. We are committed to working with parents to ensure that it is a happy place for everyone.*

1. Introduction and Context

All agencies working with students have a legal duty to safeguard and promote welfare. This includes dealing with issues such as bullying. This may also include bullying that takes place away from the school premises, such as travelling to and from school.

We are committed to providing a caring, friendly and safe environment for all students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, students should be able to tell someone and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a member of staff.

Bullying is one of the things that prevents young people from being healthy, feeling safe, enjoying and achieving, making a positive contribution and achieving economic well-being (Every Student Matters). It can have a negative effect on all parts of a student and young person's life.

2. Definition

Bullying is the systematic and intentional abuse of one person or group of people over another in order to cause harm, physically, emotionally or psychologically. It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying, but rather it is the persistent victimisation over a period of time. It includes all methods of harm, threats and intimidation, including using email, texting and social networking sites. It is difficult for the individual being bullied to defend themselves.

Bullying may be:

- **Physical** including hitting, kicking, hair pulling, pushing, taking people's belongings, throwing things and being forced to do something. These are the most obvious kinds of bullying.

- **Verbal or written** such as name calling, taunting, including racist remarks, or making threats.

- **Cyber bullying** sending abusive text messages, pictures, or e-mails, being abusive on Facebook, or within MSN and other similar chat rooms.

- **Indirect** spreading stories, not talking, being left out of things others are deliberately avoiding someone or not sitting by them.

Bullying in any form results in students feeling hurt and upset, bewildered and/or frightened. Students who are being bullied feel powerless to stop it happening. It is essential that it is NEVER ignored.

What does not count as bullying?

The "normal" friendship difficulties that students have, may not in themselves involve bullying, though may lead to bullying behaviour.

3. <u>Aims</u>

The main purposes of this policy are:

a)   to build on existing good practice in preventing and responding to bullying;

b)   to inform parents and students that the school takes bullying seriously;

c)   to ensure that all staff are equipped with the skills and knowledge to address bullying effectively. Where students are bullied:

   i.   They may be unhappy about coming to school and their lives are made miserable. Over a period of time this will affect their self-esteem and well being.
   ii.   The unhappiness of bullied students is likely to have an adverse effect on their education achievement.

d)   to support students being bullied, and in the behaviour management of students bullying.

Together with the school's Value Statement, Behaviour for Learning Policy, Equality Objectives, Safeguarding Policy, the Anti-Bullying policy makes the school's values explicit to all concerned.

If students observe bullying behaviour going unchallenged, other students may learn that bullying is a quick and effective way of getting what they want. The victims of bullying may see the school's inaction as condoning unacceptable behaviour.

3.1   Preventing Bullying

All students are taught to understand what bullying is and to identify the specific behaviours that constitute bullying. There are regular opportunities within the planned curriculum to communicate to students the importance of all members of our school community having care and concern for each other, and the reasons for having a policy on bullying.

All students are actively encouraged to tell a member of staff of any bullying incident. This is done by talking openly and regularly about general bullying issues and how it will be dealt with.

Sanctions will be applied and records kept in accordance with the behaviour management policy.

Following appropriate sanctions, the bully is helped to understand how their behaviour was wrong and how to avoid any repeat, including, if applicable, dealing with any underlying issues they need to deal with that may have contributed to their bullying behaviour.

Support for victims will be provided for as long as is required, involving other students as appropriate. They will have opportunities to talk to a trusted adult and will be offered individual

support as required, e.g. with social skills. Parents/carers will be involved in agreeing the plan of individual support.

All staff will be watchful, observing the social relationships between students. They will consider the school environment – what worries students about the break and lunch times playtimes and areas of play i.e. where and how bullying might occur. Potential problems should be discussed with relevant staff. Staff will always take the time to listen to students or to their parents where they think that bullying may have occurred.

Kingstone Academy Trust will actively promote Anti-Bullying week each Autumn Term.

3.2 Records

Any records of bullying related incidents are recorded in writing as a statement, which is then added to the incident file.

Records should include:

- Who was allegedly involved;
- Where and when it happened;
- What happened;
- What action was taken;
- How it was followed up.

It is vital that accurate records are kept of incidents and of how the school has responded. In the case of a serious incident this provides evidence should the victim or their family decide to take legal action.