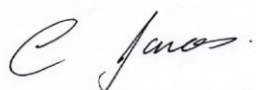




Behaviour Policy and Statement of Behaviour Principles

Approved by:	Chair of Governors 	Date: 04/10/19
Last reviewed on:	18/09/19	
Next review due by:	17/09/20	

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- Keeping Children Safe in Education 2019

This policy complies with our funding agreement and articles of association.

This policy is linked to the Safeguarding Policy

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, traveling to and from school and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Deliberate incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual misconduct, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. This list is not exhaustive but may include the following:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Lighters, Grinders and electronic cigarettes/vaping devices
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Suspected incidents of bullying can reported to any member of staff who will inform the pastoral team and the DSL as required. These allegations will be investigated by our pastoral team through conversation, other sources of intelligence and through the use of student statements. Following investigation, sanctions (Please see section 7 of this document) will be put in place and interventions introduced as appropriate for students involved.

Students who have been bullied or who are vulnerable to bullying are identified for intervention through our Inclusion Faculty. Interventions can include Bully Busters, small group work, counselling and 1 to 1 sessions.

Kirkby high School believes in a proactive approach to bullying prevention through education. This includes curriculum planning, form time, assembly, lunchtime clubs such as Inclusion, Rainbow Club and sports clubs. We have appointed a Youth Engagement Officer who identifies cohorts of students for external intervention to support students.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on Class Charts

The senior leadership team and pastoral team will support staff in responding to behaviour incidents, where necessary.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Kirkby Code
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor in the first instance followed by the head of year, mentor or members of the senior leadership team

6. Kirkby Code

Kirkby High School students designed the Kirkby Code, to provide a safe, fair and calm environment in which learning can take place.

Students are expected to:

- Arrive on time to school and lessons
- Be prepared to work, with the correct equipment
- Respect everyone and everything
- Allow students to learn and teachers to teach
- Put your hand up to contribute to learning discussions
- Always display our Kirkby Child values
- Behave sensibly in our community including walking to and from school
- Move around the building sensibly following the one way system
- Line up for break and lunch and wait your turn
- Place litter in the bins provided

Students should refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

Kirkby High School operates a staged approach to sanctions. These are used as general guidelines for the detention system. (See Appendix 3)

7.1 List of Rewards and Sanctions

Positive behaviour will be rewarded with:

- Praise
- Positive points on Class Charts
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- In extreme cases, sending a student out of class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a head of year or senior member of staff
- Letters or phone calls home to parents
- Issuing detentions through letters sent home (See appendix 3)
- Putting a student 'on report' and/or a pastoral support plan (See appendix 4)

We may use the isolation room in response to serious or persistent breaches of this policy. Students may be sent to the isolation room, at the discretion of a senior leader, during lessons if they are disruptive, and they will be expected to complete the work provided.

Students who fail to attend a given detention will be up-scaled to the next stage on Class Charts. If they fail to attend a headteacher's detention they will lose their social time for 5 days or until they complete the headteacher's detention

Students who are late to school will also receive an appropriate sanction related to how late they are and/or how many times they are late

7.2 Off-Site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, on the bus, on the way to or from school or while wearing the school uniform.

7.3 Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

Everything we do at Kirkby High School is based on the fundamental principle of **respect**. Respect for others, respect for yourself and respect for your community. Behaviour management in our school is focussed on interaction, engagement, relationships and differentiated interventions for our students

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the Kirkby Code
- Develop a positive relationship with students, which will include:
 - Meeting and greeting students in the morning/at the start of lessons in the “V” position
 - Establishing clear routines including at the end of lesson following school guidelines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in students’ possession will be confiscated. These items will not be returned to students, however, they may be returned to students following a meeting or dialogue with parents/carers at the discretion of the senior leadership team.

We will also confiscate any item, which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE’s latest guidance on searching, screening and confiscation. These include random searches and will only take place with a member of the senior leadership team present.

8.4 Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Fixed Term Exclusions and Permanent Exclusions

The vast majority of behaviour is managed in school, however, on occasion a student may be required to leave the premises and serve a fixed term exclusion. There are a number of serious behaviours that prevent students from doing well and could result in a FTE or permanent exclusion by the headteacher. This list is not exhaustive but may include the following:

- Verbal or physical abuse of staff or students
- Bullying, in any form
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol or any other mood changing drugs
- Deliberate damage or theft
- Smoking in or around the building or while wearing school uniform
- Gambling
- Bringing the school into disrepute

In cases where the student refuses to leave, an appropriate adult will contact parents and, if necessary, other agencies such as the police or social care. Exclusions are at the discretion of the headteacher and will usually be no longer than 5 days. The process for exclusions is as follows:

Up to five day fixed term exclusion – parents are contacted by phone and a letter sent home. In some cases, it may be beneficial to take the student home after contacting parents. The matter is always fully discussed with the parents prior to the student's return to school in the "Return from Exclusion" meeting with a senior member of staff. The exclusion is recorded on the exclusion file and the chair of the local Governing Body, advisory board notified. The LA may also be notified. Students are not sent home before the end of the school day unless contact with parents has been made. The return from exclusion meeting is an opportunity to discuss and reflect on the incident that resulted in the exclusion. Standards, expectations and further potential consequences are shared prior to the student returning to mainstream. In most cases, the student will complete a period in our isolation room and lose their social time for 5 days. In the case of a permanent exclusion, the headteacher will notify the Chief Executive, Local Governing Body/Advisory Board and the Local Authority immediately of:

- A permanent exclusion (including where a fixed term exclusion is made permanent)
- Exclusions which would result in the student being excluded for more than 5 school days (or more than ten lunchtimes in a school term); and
- Exclusion which would result in the student missing a public examination.

For all other exclusions, the headteacher will notify the Local Governing Body and the Local Authority on a termly basis and give the reason for and duration of the exclusion.

9. Student Transition

To ensure a smooth transition to the next year, information related to student behaviour issues may be transferred to relevant staff, where appropriate, at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools. Key staff have access to all ATL and behaviour points on Class Charts.

10. Training

Our staff are provided with training on managing behaviour, the stage approach, the use of Class Charts and the behaviour for learning strategies as part of their induction process. All staff also receive regular updates during INSET days on best practice. Staff can influence the shape of behaviour for learning in Kirkby High School in many ways. These include behaviour working parties and behaviour for learning drop in. Behaviour management will also form part of continuing professional development.

A staff-training log can be found in our CPD records.

11. Monitoring Arrangements

The headteacher and the Kirkby High School Governing Body will review this behaviour policy every 3 years. At each review, the headteacher will approve the policy.

Appendix 1: written statement of behaviour principles

At Kirkby High School we expect high standards from our students in all aspects of school life; work, appearance, punctuality, attendance, discipline and behaviour.

We aim to inspire all our students to want to succeed through our curriculum and ethos giving them the confidence and belief in their ability to achieve, to become the very best they can be.

Our belief is that Kirkby High School is;

- A school with a calm culture built on mutual respect, fairness and high aspirations.
- A school where students are nurtured supported and challenged to achieve goals.
- A school that delivers outstanding lessons by dedicated staff and delivers wide-ranging opportunities to broaden horizons.
- A school that drives sustained and rapid improvements.
- A school focused on student achievement.

These beliefs promote collaboration, self-esteem, leadership, teamwork and personal best.

Our underlying principles are that:

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Students are helped to take responsibility for their actions
- Families are aware of and discuss behaviour incidents to foster good relationships between the school and home

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Sample letter to parents

Whole School detention letter

Dear Parent/Carer,

Unfortunately, your child has displayed unacceptable behaviour and will be placed on whole school detention on _____ from 3.00-4.00pm.

The specific reason is:

.....
.....
.....

If your child refuses to attend the whole school detention, please accept this letter as notice that they will be completing a headteacher's detention this Thursday. The headteacher's detention will finish at 4-30.

Thank you for your continued support.

Yours faithfully

Name: _____

Job Title: _____

Appendix 3: Stages

Stage 1	Constant disruption to learning	15 minute conversation at break or lunch
Stage 2	Stage 1 detention not completed or sent out of the classroom	25 minute detention (the day after the incident)
Stage 3	Stage 2 detention not completed or constant disruption to a department	45 minute faculty detention (the day after the incident)
Stage 4	Stage 3 detention not completed or serious incident (SLT discretion)	1 hour whole school detention (Tuesday 3pm-4pm)
Stage 5	Stage 4 detention not completed or serious incident (SLT discretion)	1 hour 30 minute detention (Thursday 3pm-4.30pm)

- Stage 1 detentions take place during the school day and do not always require parental contact.
- Stage 2 and above detentions require contact home.
- Stage 2 and 3 detentions will then take place the following day.
- Stage 4 detentions take place on a Tuesday evening after school.
- A letter will be sent home prior to the detention to inform parents. The letter also makes parents aware that non-attendance to the detention will result in an upscale to a head teacher detention which takes place on a Thursday evening.

Appendix 4: progress card system

Progress card system

Expectations.

- Students are placed on report cards to aid learning in lessons
- No student will skip any of the stages below.
- Any student who is placed on a progress card will have a parental meeting at the start of the 6 week term, an interim review with the parent at the half way point and a final review where it will be discussed whether to move to the next stage or to come off report card
- If a student comes off the report card they will start again on a green report card if needed
- Students will not be placed on report cards due to one off incidents.
- Report cards will be used as some of the evidence of improvements however, Class Charts will be the main contributing factor

Initial meeting

A student is placed on report due to inhibited rates of progress identified through the head of year. Form tutor, supported by the Head of year or pastoral mentor will meet with the parent to discuss why the student is being placed on report and targets will be set. Progress documentation will be filled in and signed by the teacher, the student and the parent. A case file will be opened on the student and a record of the documentation filed in the key stage office by the mentor. An initial date for the interim review will be agreed.

Interim review

The form tutor will contact the parent in week three to verify the interim review date.

Either the head of year or pastoral mentor will meet the parent with the form tutor to discuss whether the student is on track to meet the targets set, and whether ATL and progress have improved. Progress documentation will be filled in and signed by the teacher, the student and the parent. An initial date for the final review will be put in place

Final review

The form tutor will contact the parent in week 6 to verify the final review date.

The head of year or pastoral mentor will meet the parent with the form tutor to discuss whether the student has met the targets set and whether the progress has improved. If not they will now be moved to an orange report lasting 6 weeks. Targets will be set and agreed by the head of year or pastoral mentor. Progress documentation will be filled in and signed by the teacher, the student and the parent. This will act as the initial meeting with parent for an orange card.

Orange report

The process will be the same with the head of year or pastoral mentor arranging and verifying the meeting with the parent after 3 weeks and the final review after six. Progress documentation will be filled in at each meeting with targets set and signed as appropriate. The documentation will be kept in the case file. If at the interim, review the student does not look like their progress is improving the head of year or pastoral mentor will let the SLT link know that there is a possibility of the student moving to red report. This will give the opportunity for the link to informally speak to the student. In the final review with the parent, if the student has not improved the SLT link will be present to set the targets and fill in the progress paperwork.

Red Report (SLT for behaviour will inform the LA that a student has reached a red report)

The senior leader will follow the same process. Setting dates for the interim review with the parent, filling in the progress documentation and giving it to the mentor to file in the casefile. During the interim meeting if the student looks like they are not going to improve, the educational-psychologist will be arranged by Inclusion and screening will begin for EHCP. The pastoral deputy will be present at the meeting to explain the next steps of a PSP. During the final review if the student's progress has not improved the pastoral deputy will be present at the final meeting to start a PSP

Personal Support Plan

The pastoral deputy will set targets on the PSP that will last for at least 12 weeks. There will be a review every 3 weeks and at any point during these quarterly reviews, interventions will be implemented as needed. The PSP is designed to be the final support for a student. If the behaviours do not improve during his time students will be asked to attend an interview, with their parent/guardian with the governing body, at which point the student's future in Kirkby High School will be in jeopardy. This may result in further intervention, as required, for example alternative provision or it may lead to exclusion/permanent exclusion.