Kirkby High School

POLICY NAME: Behaviour Policy and Statement of Behaviour Principles

ADOPTED: Summer 2022

REVIEW PERIOD: to be reviewed annually

SIGNATURE: _____

Chair of Governors

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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.

DfE guidance explaining that this policy is to be published online.

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 violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/ or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Assault
- 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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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 be 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 Student and Community Engagement Office 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 head teacher to account for its implementation.

5.2 The head teacher

The head teacher is responsible for reviewing and approving this Behaviour Policy.

The head teacher 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 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 card' and/or a pastoral support plan (See appendix 4)

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We may use the RESET room in response to serious or persistent breaches of this policy. Students may be sent to the RESET 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 head teacher's detention, they will be placed into RESET and will still be required to complete the 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 head teacher 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 head teacher will also consider the pastoral needs of staff accused of misconduct.

7.4 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored, as per the school's Child Protection Policy.

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 suspensions 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 suspension. There are a number of serious behaviours that prevent students from doing well and could result in a FTS or permanent exclusion by the head teacher. The following list provides some, but not all, examples of behaviours that could lead to a FTS or permanent exclusion.:

- Repeated breaches of the school rules
- 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/vaping 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. Suspensions and exclusions are at the discretion of the head teacher and will usually be no longer than 5 days. The process for suspensions and exclusions is as follows:

Up to five day fixed term suspension – 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 Suspension" meeting with a senior member of staff. The suspension or exclusion is recorded on 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 suspension meeting is an opportunity to discuss and reflect on the incident that resulted in the suspension. Standards, expectations and further potential consequences are shared prior to the student returning to mainstream. Students will lose their social time for 5 days following an suspension and may spend time in the RESET room until such meeting can take place. In the case of a permanent exclusion, the head teacher will notify the Chief Executive, Local Governing Body/Advisory Board and the Local Authority immediately of:

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

For all other suspensions and exclusions, the head teacher will notify the Local Governing Body/ Advisory Board and the Local Authority on a termly basis and give the reason for and duration of the suspension or 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 records 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 the behaviour working party, where representatives from departments and faculties attend. Behaviour management will also form part of continuing professional development.

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

11. Monitoring arrangements

This policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This Behaviour Policy is linked to the Safeguarding Policy and Child Protection 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 involved in behaviour incidents to foster good relationships between the school and students' home life

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 3.00pm-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 head teacher's detention this Thursday. The head teacher'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	Usually a conversation at break or lunch. Completed by the class teacher.

Stage 2	Stage 1 detention not completed or sent out of the classroom	25 minute detention completed with the class teacher. Class teacher contacts home to inform parent/carer.

Stage 3	Stage 2 detention not completed or constant disruption to a department	Up to a 1 hour faculty detention with the head of faculty ad class teacher. Head of faculty contacts home tom inform parent/carer.

Stage 4	Stage 3 detention not completed or serious incident (SLT discretion)	1 hour whole school detention. Letter sent home to inform parent/carer of the detention. Telephone call from the pastoral team.

Stage 5	Stage 4 detention not completed or serious incident (SLT discretion)	1 hour 30 minute detention completed with a senior member of staff.

Stage 1 and 2 detentions may take place during the school day and do not always require parental contact. Stage 3 and above detentions require contact home. Stage 4 detentions take place on a Wednesday 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 headteacher's detention which takes place on a Thursday evening.

Appendix 4: report card system

Report card system

EXPECTATIONS

- Students will be placed on a reporting card to aid their progress and behaviour choices
- When a student is placed on report card, the member of staff the student is reporting to will hold a telephone meeting with the parents at the start of the 6 week report process
- During the interim review, which will be conducted at the half-way point, next steps will be discussed based on the student's progress to meeting their targets
- If a student comes off their report card, behaviours will be monitored, and if they are to be placed back on to a report card within a 12 month period, the starting card will be at the discretion of the Assistant Headteacher
- There is to be a clear reason for a student to be placed on a report card. Students will not be placed on a report card for a one-off incident unless this is deemed necessary by the Assistant Headteacher
- A student's starting point will be at the discretion of the Assistant Headteacher
- Report cards will be used as some of the evidence of improvements; however, Class Charts will be the main contributing factor
- Each report card tier will last no longer than 6 weeks.
- After each suspension, it will be decided if a student is to be placed on report card following their return

Once a decision has been made to place a student on report card, there is a clear process that all members of staff will follow. Students will start on the Green Report Card and follow the below process, unless otherwise agreed by the Assistant Headteacher.

INITIAL MEETING

- Form tutor will contact the parent/carer via telephone and explain the reasons for the student being placed on to a report card.
- SMART targets, as directed by the HoY, will be set during the telephone call, specific to the student from the bank of modelled examples.
- All appropriate documentation will be completed, signed and handed to the pastoral admin, which will then be scanned on to the system, along with the record of the call.
- During this telephone call, an interim review call date will be agreed with the parent to provide feedback on the student's progress to achieving the targets.

INTERIM REVIEW

- The interim review is to take place during week 3 of the student being placed on report.
- The form tutor will contact the parent/carer the week prior to the arranged date to remind them of the interim review meeting.
- The form tutor will phone the parent with the support of the year team and discuss the student's progress towards achieving their targets.
- All appropriate documentation will be completed, signed and handed to the pastoral admin, which will then be scanned on to the system, along with the record of the call.
- During the telephone call, a final review date will be agreed with the parent to provide feedback on the student's progress towards achieving their targets.

FINAL REVIEW

- The final review is to take place in week 6 of the student being placed on report.
- The form tutor will contact the parent/ carer the week prior to the arranged date to remind them of the final review telephone call. If it is decided that a student will not meet their targets and will progress onto Amber Report, then the final review meeting will take place in person in school. If a

student has met their targets, this can be completed via telephone and the student will be removed from the report card system.

- If a student progresses to Amber Report, the form tutor will inform the year team, and the initial meeting for an Amber Report Card will take place in person during this final review, ensuring all relevant documentation is completed and handed to the pastoral admin.

If a student fails to meet their targets and is therefore placed on the next report card, the same procedures will be followed, with the below adaptations:

Amber Report Card

All meetings will be conducted by the Head of Year. If a student is at risk of not meeting their targets, the Year Team is to inform the SLT Link that there is a possibility that the student will progress to Red Report. In this instance, the SLT Link is to have an informal conversation with the student and make them aware of the potential next steps.

If the student does not meet their targets, during the final review meeting, the SLT link is to be present with the Year Team and complete the initial meeting documentation as the student progresses on to Red Report Card. This documentation is to be given to the pastoral admin who will scan and save it on the school system.

Red Report Card

All meetings will be conducted by the SLT link. If prior to the interim review it appears that the student is at risk of not meeting their targets, the Pastoral Assistant Headteacher is to be informed, who will also attend the meeting and explain the process and implications of the next steps.

If during the final meeting, the student has not met their targets, both the SLT Link and Pastoral Assistant Headteacher will be present, and the Pastoral Assistant Headteacher will discuss turnaround interventions. These may include, but are not limited to:

- Meadow Park STAR programme
- The Care Centre
- Placements in another school

PSP

A PSP is a school-based and coordinated intervention to help students improve their social, emotional and behavioural skills. It is designed to be the final support for a student, and if they are placed on PSP, the Pastoral Assistant Headteacher will set targets lasting for at least 12 weeks. A review will be conducted every 3 weeks with the student and parent/carer, with appropriate interventions implemented accordingly to support the student.

If a student's behaviour choices do not improve over this period, then the Pastoral Assistant Headteacher, along with the Headteacher, will discuss next steps regarding the student. During this, further intervention may be put in place as required, which may include, but is not limited to, alternative provision, suspension and permanent exclusion.