

KHS Behaviour for Learning Procedures

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.

Our three school rules are Ready, Respectful and Safe, and all communication with students relating to behaviour will use this language. This pertains to both positive and negative behaviour. This has been inspired by the Paul Dix model from his book, 'When the adults change, everything changes'. This is underpinned by our school vision of Achieving Success Together and in coordination with our values of Perseverance, Kindness and Respect.



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
- Apply positive noticing strategies and recognise positive behaviour
- 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 a relevant member of staff (on-call, duty staff, Head of Year, Pastoral Leader, SLT etc.)

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.

Refer to Appendix 2 Anti – Bullying Policy in the Behaviour 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
- Use of simple scripts, e.g. “I’ve noticed...”, “I need you to...” and “Thank you for...”
- 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 system:



At the point at which Step 4 'remove' is used, the member of staff 'on-call' will collect a student from the classroom or space and take them to 'triage'. The 'triage' room is supervised by a member of the middle or senior leadership team and provides a space to continue working without the risk of disrupting others. Students remain in triage for the remainder of that lesson (if it is a double period, that will include both lessons).

Being removed from a lesson due to persistent disruption to the learning of others is a serious offense. All such instances will be logged on Go4Schools, deducting two house points, and result in an after-school detention. This should be completed on the same day as the offence when agreed with parents/carers. Staff involved will attend the detention for a restorative conversation and/or teach any missed work. The aim of this is to ensure a fresh start to the next lesson and reduce any further opportunities for repeat offences.

It is the responsibility of the on-call member of staff to phone home and update parents/carers that their child has been removed from a lesson and agree on the after-school detention. Parents/carers must be mindful that the on-call member of staff will not have all the information at this time, and it is the responsibility of the member of staff who removed the child to log it on Go4Schools and contact home as soon as possible to inform them of the behaviours that resulted in this consequence being applied.

Triage Procedure

Triage is open from 08:50 until 16:20 and acts as a short-term supervised classroom for students who have been disrupting the learning of others. It is closed during break and lunchtime as students admitted to triage will be permitted to leave at the end of the lesson they were removed from.

The students will either:

Be taken there by the On Call staff with classwork from the lesson they have been removed from. They will stay there for the remainder of one period, or for two periods if the lesson was a double.

Students need to:

- Arrive calmly and in-line with school expectations.
- Complete work or mindfulness activities.
- Undertake all behaviour related workshops, mentoring and work.
- Each student in Triage will be told the rules and what is expected from them.
- Monitor and record students' behaviour on Go4Schools.
- The students are responsible for cleaning their desks. The desks need to be checked.

STUDENTS ARE NOT ALLOWED TO TALK IN TRIAGE.

Staff need to ensure:

- Students understand the standards expected in Triage 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 Triage Record via the spreadsheet, and update this as and when the on-call member of staff provides further information of follow-up
- If a student arrives at Triage themselves, on-call is requested to investigate this. The student should sit in Triage until this is investigated.
- On-call is contacted immediately if a student walks out of triage.
- The behaviour policy and the 4-steps are applied in the same way as a lesson. If students are misbehaving in triage, they should have the same Remind, Warn, Intervene and Remove opportunity. Contact on-call if a student needs to be removed from Triage. The likely consequence in this situation will be admission to the Ready to Learn Centre (Internal Isolation / suspension)

Ready to Learn Procedure (Internal Isolation / Internal Suspension)

The Ready to Learn Centre is open from 08:50 until 16:20 and acts as our Internal Isolation unit, with a focus on rehabilitation and reducing recidivist behaviours.

The students will either:

Arrive at the Ready to Learn at 08.50 and leave at 15:20 as it has been prearranged or:

Be taken there by the On Call staff, the log completed, parents and Head of Year to be informed.

Students need to:

- Complete a Ready to Learn contract.
- Undertake all behaviour related workshops, mentoring and work.
- 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 earlier in the day.
- Each student in the Ready to Learn will be told the rules and what is expected from them.
- Monitor and record students' behaviour on Go4Schools.
- Break time is at 10.45am – 11.00am, and lunch time from 12.50pm – 1.30pm.
- Students are only allowed to eat and drink in their breaks when it has been agreed with the member of the staff supervising.
- The students are responsible for cleaning their desks. The desks need to be checked.

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

Staff need to ensure:

- Students understand the standards expected in the Ready to Learn 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 Ready to Learn log on Go 4 schools and the Ready to Learn folder.
- On-call is contacted immediately if a student walks out of the Ready to Learn.
- The behaviour policy and the 4-steps are applied in the same way as a lesson. If students are misbehaving in the Ready to Learn, they should have the same Remind, Warn, Intervene and Remove opportunity. Contact on-call if a student needs to be removed from Ready to Learn. The likely consequence in this situation will be suspension.

7. Escalation of Behaviour Choices and/or Consequences

Class / Form teacher – REMIND

Behaviour	Sanction	Notes
<ul style="list-style-type: none"> • Talking/off task • Littering • Late to lesson • Incorrect / missing uniform or equipment • Failure to follow instructions • Distracting other students • Chewing Gum • Internet Misuse • Use of Mobile Phone* • Any other behaviour deemed 'inappropriate' 	<p>Positive reinforcement used to advise and support students in changing their behaviour choices.</p> <p>Remind the student of 'Ready', 'Respectful' or 'Safe' and indicate how the behaviour needs to change.</p> <p>Use basic scripts: "I've noticed...", "I need you to...", "Thank you for..."</p>	<p>Seating plans and groupings should be considered in advance of lessons to prevent poor behaviour.</p> <p>*Removal of mobile phone and placed in the office.</p>

Class / Form teacher – WARN

Behaviour	Sanction	Notes
<ul style="list-style-type: none"> • Talking/off task • Littering • Late to lesson • Incorrect / missing uniform or equipment • Failure to follow instructions • Distracting other students • Chewing Gum • Internet Misuse • Use of Mobile Phone* • Any other behaviour deemed 'inappropriate' 	<p>Verbal warning given to student, using simple scripts and reminding them of 'Ready', 'Respectful' or 'Safe.'</p> <p>Highlight that the behaviour is not consistent with the standards of Kingstone, and provide an indication of the consequence should behaviour continue. Focus on learning as soon as possible.</p>	<p>A warning is not logged on Go4Schools.</p> <p>Be explicit with students on the language. It is important that they know they are at the 'WARN' stage.</p>

Class / Form teacher (-1 point) - INTERVENE

Behaviour	Sanction	Notes
<ul style="list-style-type: none"> • Continued inappropriate behaviour of any of the above • Any behaviour incident relating to the placement of two children (i.e. distracting each other etc.) 	<p>Any intervention that should encourage a swift return to learning. This could include any classroom management strategies (e.g. different work, moving students etc.)</p> <p>Any detentions that are available and appropriate for the level of behaviour, including;</p> <ul style="list-style-type: none"> - Break or lunch time detentions (students should still have an opportunity to eat and drink) - HOF or HOY detention - After-school detention 	<p>This must be logged on Go4Schools as 'INTERVENE' which will deduct one house point.</p> <p>It must specify in the log what intervention was/will be put in place.</p>

Class / Form teacher (-2 point) - REMOVE

Behaviour	Sanction	Notes
<ul style="list-style-type: none"> Continued inappropriate behaviour of any of the above despite an intervention being applied 	<ul style="list-style-type: none"> Removal from lesson to triage via the on-call system After-school detention (same day in most cases) Teachers must attend the after-school detention for a restorative conversation and support gaps in learning. 	<p>Students should be given work to complete in Triage.</p> <p>This must be logged on Go4Schools as 'REMOVE' which will deduct two house points.</p>

Heads of Faculty, Heads of Year, Senior Leaders (-3 points) – SERIOUS BEHAVIOURS

Behaviour	Sanction	Notes
<ul style="list-style-type: none"> Verbal abuse towards a student Persistent disruptive behaviour Threatening behaviour Truancy Fighting Inappropriate use of technology or phone Attacking or assaulting Misuse of school / public transport Graffiti Verbal abuse towards staff 	<ul style="list-style-type: none"> Immediate removal and taking to Triage for investigation. Potential for: <ul style="list-style-type: none"> After-school detention Triage Ready to Learn Suspension Permanent Exclusion Bus incidents may result in a bus ban 	<p>The member of staff responsible for follow up depends on the nature of the incident</p>

Heads of Faculty, Heads of Year (-3 points) – SERIOUS BEHAVIOURS

Behaviour	Sanction	Notes
<ul style="list-style-type: none"> Refusal to attend detention 	<ul style="list-style-type: none"> Escalation of the detention to an after-school. 	<p>Discuss with HOY where the missed detention was an after-school</p>

Heads of Year, Senior Leaders (-3 points) – SERIOUS BEHAVIOURS

Behaviour	Sanction	Notes
<ul style="list-style-type: none"> Smoking or vaping (including possession) 	<ul style="list-style-type: none"> Ready to Learn Centre (first incident) Suspension (repeat incidents) 	<p>Logged on Go4Schools as a serious behaviour.</p>

Heads of Year, Senior Leaders (-3 points) – SERIOUS BEHAVIOURS

Behaviour	Sanction	Notes
<ul style="list-style-type: none"> Racism, Sexism, Homophobia or any other form of discrimination Inappropriate sexual behaviour Bullying 	<p>Potential for:</p> <ul style="list-style-type: none"> Ready to Learn Suspension Permanent Exclusion 	<p>May be relevant to report to the police</p> <p>My Concern log</p>

Senior Leaders (-3 points) – SERIOUS BEHAVIOURS

Behaviour	Sanction	Notes
<ul style="list-style-type: none"> • Theft • Knives / offensive weapons • Illegal substances • Sexual harassment or misconduct • Sexual assault 	Potential for: <ul style="list-style-type: none"> • Suspension • Permanent Exclusion 	Police report My Concern log Potential for external referrals (MASH etc.)

Escalation of Infringements of the uniform

First instance: Students are reminded of the uniform rules by the Form Tutor or Head of Year. If immediate rectification cannot occur, a date is agreed with the student and parent/carer, and a uniform/equipment slip completed.

Second instance: Home is contacted and internal consequences can be applied (i.e. teacher detention, after-school detention etc.). This should be escalated to the next member of staff (e.g. Head of Year)

Third instance: If persistent, students can be admitted to the Ready to Learn until the uniform infringement has been dealt with.

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. Teacher detentions should be no more than 10 minutes. HOF detentions should be no more than 15 to 20 minutes and HOY detentions should be no more than 30 minutes. In all instances, students must have the opportunity / time to eat and drink.

After school detentions will take place every day of the week. They take place between 15:20-16:20pm. Parents/carers must be notified by a phone call and through a relevant Go4Schools log. Where after-school detentions have been agreed, it must be noted on Go4Schools whether the child is being picked up or catching the late bus. Where possible, students should be collected at the end of Period 6 by the member of staff on-call. The member of staff involved in giving an after-school detention must attend in order to engage in a restorative conversation and support in any lost learning (where relevant). Students who do not attend an after-school detention without a valid reason will face an escalated consequence.

8. Achievement Points

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

School Points

Points	
7	100% attendance per term Representing the school (above and beyond)
5	Exceeding target grade 96%+ attendance (academic year) 100% attendance for an entire half-term Participation in intra-school events (i.e. house competitions)
3	Senior Leadership recognition award Values in action (above and beyond) Representing the school e.g. sport
1	Weekly equipment and uniform Exceeding targets 100% weekly attendance Values in action – Respect Values in action – Perseverance Values in action – Kindness Ready Respectful Safe Positive attitude to learning High quality homework High achievement Extra Curricular attendance Excellent progress

Students that meet certain threshold per term are able to attend a range of reward initiatives run and led by Heads of Year and the Deputy Headteacher. Heads of Year take leadership of their own reward strategy, which must involve opportunities to win prizes, celebrate form of the week, form of the term, and many other celebrations throughout each half-term. It has been recommended that for each point, students get entered in to a raffle to win specific prizes.