



THE KINGSWAY SCHOOL



Ready, Respect, Safe Policy
2025 - 2026

Our Vision

Our behaviour policy at The Kingsway School is to set the highest standards of behaviour to ensure a safe, nurturing and caring school environment where all are able to thrive and succeed, experiencing the highest academic standards of teaching, learning and achievement. Where our school community can fulfil our vision of -

Achieving success and transforming lives through compassion, community and curriculum.

Our School Vision is built on the Kingsway school values of **Opportunity, Achievement, Respect and Compassion.**

Opportunity

At The Kingsway School we strongly encourage our students to embrace and make the most of every opportunity; in lessons, outside of lessons and in the wider community. We provide a curriculum which is engaging and challenging and with expert teaching ensure that all students make maximum progress. We provide a wide range of extra-curricular opportunities and work in close partnership with our local community.

Achievement

At The Kingsway School we want every student to fulfil their potential. We strive for high academic standards, with everyone achieving to the best of their ability. Everyone can learn. Everyone can learn to learn. In addition to academic achievement, we enable students to develop spiritually, morally, socially and culturally and to embrace the values of British society.

Respect

At The Kingsway School we respect one another in our school and in our local, national and global communities. We teach students to respect themselves in their

school environment. We celebrate diversity, while fostering an awareness of our common humanity. We are supported in this by strong partners in our community. Our student leadership are role models to our Kingsway learners.

Compassion

Care in all we do

At The Kingsway School compassion means caring for our students academically, socially and emotionally. We strive for our students to leave us with a suite of qualifications that will facilitate ambitious next steps as well as being well-rounded young people ready to have a positive impact on the people they meet and the world around them. Our core value of compassion means we behave with kindness and believe we can make a difference to each other and the wider community. Because of this, all members of our school community feel valued. We are sensitive to one another's feelings; we consider how our actions affect one another and we empathise with each other's experiences.

School Expectations

The Governing Body and staff of Kingsway school seek to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. At Kingsway we aim:

- a.** To create and maintain an environment with high standards of behaviour.
- b.** To prevent recurrence of misbehaviour through promoting self-discipline and positive relationships.
- c.** To ensure that the schools' expectations and strategies are embedded in our school ethos.
- d.** To encourage the involvement of both home and school in the implementation of this policy.

We place the importance on students achieving as a priority, expecting the highest standards in behaviour in everything they do, with respect for each other.

Aims of the Behaviour for Learning Policy:

- To ensure that the school is a safe, orderly environment that encourages learning.
- To ensure a calm, productive atmosphere that is conducive to learning.
- To celebrate and reward positive attitudes to learning, that is the Kingsway expectations and enables students to flourish.
- To promote and assist the moral and emotional development of students in terms of altruism and their sense of community.
- To help students understand that actions have consequences, both positive and negative, and to help students learn to be responsible for their actions.
- To identify early, students whose behaviour may adversely affect their learning, and to act quickly to rectify the situation.
- To work actively against behaviour that damages the inclusive ethos of the school.
- To allow teachers to deliver outstanding lessons.

Ready, Respect and Safe Expectations

Students best achieve our vision and values when they embody the expectations of our behaviour policy:



The Ready, Respect, Safe policy is to ensure that all students are **ready to learn**: in the right place, at the right time, doing the right thing with a **respectful** attitude towards all other members of our school community.' When put into practice, this simple strategy provides a **safe** environment that supports high levels of learning and

progress and is the foundation for developing positive learning behaviours for all students.

How to be **ready**:

- To always be on time and punctual.
- Aim for 100% attendance.
- Wear The Kingsway School uniform correctly.
- Mobile phones must be switched off and not visible when in school.
- Have your two strap bag with your equipment and your planner in.
- Actively listening to focus on your learning.
- Complete your homework when required.
- Carry out tasks to the best of your ability.

How to be **respectful**:

- Be kind, compassionate and polite to others.
- Respect each other's beliefs, ideas and differences.
- Respect the school building and all school property.
- Queue patiently and respect each other's personal space.
- Hold the door open for those behind you.
- Greet others positively, smile and respond politely.
- Always follow staff instructions the first time.
- Speak at an appropriate volume at all times.
- Place litter in the bins provided and clear up after yourself.
- Show respect by following The Kingsway Bees.

How to be **safe**:

- Behave safely as you travel to and from school, respecting the local community.
- Walk calmly and keep to the left at all times.
- Sit in your allocated seating plan.
- Use equipment appropriately.
- Respect one another's personal space and boundaries. Keep hands and feet to yourself.

Clear routines in classrooms and all aspects of school life have been established to create a framework of **social norms** that students and staff are expected to follow.

Creating a Positive School Culture

The Kingsway School believes that positive reinforcement of good behaviour and rewarding success are tools of managing behaviour in the school. Praise should be used much more than warnings. Opportunities for praise should be actively sought by all staff; both teaching and non-teaching, to ensure positive messages and meaningful rewards dominate student culture. All staff will maintain a consistent approach towards rewarding students. A praise culture sits at the heart of our Behaviour for Learning policy. By Students can be rewarded in the following ways:

- Verbal praise.
- Achieving ClassCharts positive points for outstanding conduct, good work and academic achievement.
- Collective or individual praise in assemblies, in Key Messages.
- Gaining certificates to celebrate specific academic and pastoral achievements.
- Written or verbal communication with home praising high standards of behaviour, including the use of praise postcards, email, letters and text messages.
- Whole class or year group rewards such as a popular activity or trip.
- Invitation to special events such as recognition at The Kingsway School Awards Evening.
- Display boards around the school celebrating student success.
- Opportunity to apply for positions of responsibility within our student leadership structure.

Sanctions

Although rewards are central to the encouragement of good behaviour, there is need for proportionate sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In addition to sanctions, restorative justice techniques will be employed as far as is reasonably possible.

The use of sanctions should be characterised by two features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.

Sanctions may include the following:

- Expressions of disapproval.
- School based community service, such as tidying a classroom or litter picking.
- Withdrawal of privileges.
- Same Day reflection at the end of the school day.
- Placement in another classroom or group (Good Neighbour).
- Referral to Form Tutor, Head of Department, Head of Year, Senior Leadership, Deputy Headteacher or Headteacher, depending on the nature and severity of the misbehaviour.
- Communication with parents/carers.
- A Waved Report
- Senior leadership isolation
- Fixed Term exclusion from Kingsway (Headteacher's or acting Headteachers decision only)
- Referral to The Kingsway School Behaviour Panel.
- Behaviour contract
- Off-site direction - placement at an alternative school for a period of reflection. This can be at a school within the Trust or at a partner school in the locality for a fixed period of time.
- Referral to a 'Managed Move' at another school.
- Temporary alternative campus placement Foxland or Broadway
- A placement at an Alternative Provision

- Permanent Exclusion (Headteacher's decision only)

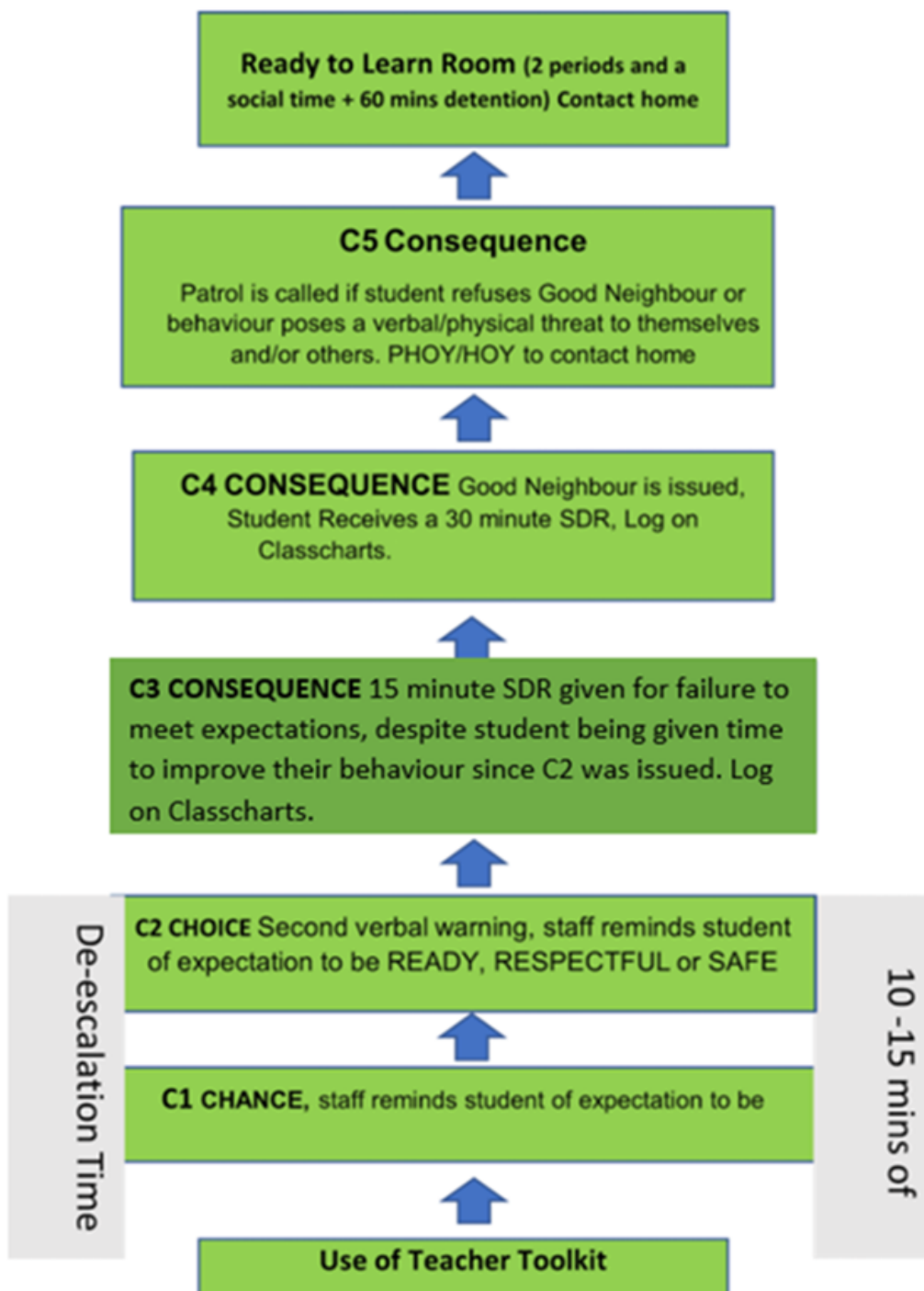
Where antisocial, disruptive or aggressive behaviour recurs and initial use of sanctions have not brought about any improvement, it may be necessary to refer students to other agencies to receive specialist help. Where behaviour gives cause to suspect that a child is suffering, or is likely to suffer significant harm, staff should follow the academies' safeguarding policy.

Where there are repeated SDR's or sanctions for the same behaviours, we would seek to understand the trigger points for these behaviours and support the child to understand what these triggers are and how we can act proactively to reduce these repeated behaviours from happening. This can be done using our ClassCharts behavioural log and waved reporting. These behaviours are monitored by the Form tutors, pastoral staff & senior leaders, their concerns are shared in accordance with this policy.

With the triggers known and understood, we can work to pre-empt the behaviours by applying strategies identified to support the student. Whilst the sanctions will not change the timeframes for issuing these or the level of restorative approach may be modified to support the student.

Behaviour System

As long as students adhere to The Kingsway School Ready, Respect Safe expectations, they will not need to be concerned about behavioural consequences. We believe that most negative behaviour can be addressed by effective lesson planning, exciting learning opportunities, seating plans and quality first teaching in the classroom. However, a small minority of our students will still display negative behaviours despite excellent planning. In every lesson, the behavioural system will be applied in the following way:



- If a wrong choice is made a **Chance** will be given **C1**
- If this continues, students are made aware of the **Choice C2** they are making and its subsequent consequences- it is important to give the student 'take up time' to make the right choice.
- If a further wrong Choice is made students are issued with a **Consequence C3**- this is a 15 min SDR at the end of the day where a restorative discussion around the Their behaviour and how they can support the student to make the correct choices.
- If a further wrong Choice **C4** is made the student will be asked to go to a 'Good Neighbour'. If a student is asked to go to Good Neighbour, they will be removed from their lesson by a member of staff and placed in a supportive space (this being another classroom where the student can be taught for the rest of the lesson)
- At the end of a 'Good Neighbour' lesson students return to their normal timetable
- If a student continues to make the wrong choice and refuses Good Neighbour or their behaviour warrants a greater consequence, C5 they will go to the Ready to Learn room where they will work in silence for the remainder of that lesson.
- In the Ready to Learn room there is a clear focus on restorative practice where students will be able to reflect on what has happened and how to prevent it from happening again. In addition to the restorative support, students will be expected to fully engage with ability appropriate work. They will still need to complete their 60-minute detention which will take place on the same day.
- In cases where a more serious wrong choice is made, a student may be issued straight away with Ready To Learn **C5** consequence for a set period of time, this decision can only be taken by a member of the senior leadership team.
- If a serious wrong choice is made, a fixed term exclusion, or in extreme circumstances, permanent exclusion may result.

It is important that negative behaviour is logged using the school's recording processes on Class Charts. When staff log negative behavioural events they must record this on Class Charts with brief details as to why they were issued in a factual and professional way, refraining from using emotive language. In order for the behaviour expectations to have an impact, it is vital that students understand when their behaviour is deemed to be unready, disrespectful or unsafe.

Same Day Reflections (SDRs)

The Education Act 2012 gives schools the power to impose detentions without notice for parents/carers.

The Kingsway School uses SDR and loss of social time (including detentions out of normal school hours) as a sanction. The times outside normal school hours when a detention can be given ('the permitted day of detention') include:

- Any school day where the student does not have permission to be absent.
- Weekends – except the weekend preceding or following a half term break.
- Non-teaching days – usually referred to as Inset days.

Parental consent is not required for an after-school sanction.

When a detention is set during a break time/lunchtime staff will allow a reasonable time for a student to eat, drink and use the toilet.

These 'no-notice' detentions are one of the key elements of the Education Act 2012 which aims to help teachers maintain discipline in the classroom.

The **Same Day Reflection** is in place in order for sanctions to be swift, certain and simple, all in class issues that result in a C3/C4/C5 and 'late gate' will be referred to the Same Day Reflection process.

When a SDR is issued on Class Charts, parents/carers are sent a notification.

Where students are repeatedly receiving SDRs, parents/carers will be invited to attend a meeting with school to discuss concerns as part of the waved reporting and intervention process.

Interventions

Interventions will be put in place to support students at any relevant point in the school year and in response to individual needs. The school will decide when to work with other local agencies to assess the needs of students who display continuous disruptive behaviour. It is clearly recognised that The Kingsway School has a legal duty under the equality Act 2010 in respect of safeguarding and in respect of students with special educational needs (SEN).

School Interventions

- Waved report stages 1-4
- Form tutor/SEMH Mentor monitoring wave 1 report
- Pastoral Head of Year monitoring wave 2 report
- Middle Leader or Senior Leadership Team monitoring Wave 3 report
- Senior Leader Monitoring - Wave 4 report
- Positive behaviour support plan (PBSP)
- Smart Target Card
- HUB/SEND support room
- Referral for targeted SEMH interventions such as anger management and emotional resilience.
- Pastoral Support Plan(PSP) – Head of year/senior leadership
- Off Site direction to other local secondary schools
- Off-Site Direction to Alternative provision
- Behaviour Support Programme
- Welfare Assistant
- Early Help Assessment (EHA)
- Team Around the Child (TAC)
- Key Adult assigned
- Restorative justice
- Mentoring
- Literacy intervention
- Family support work
- school Age Plus
- Parental meetings
- Reflection and de-escalation time

- student Passports
- Group interventions

External Services

- Social worker
- Early Help
- Young Carers Referral
- Ethnic Diversity Services
- School Nurse
- CAMHS
- YOS- Youth Offending Service
- SBSS- Student Bursary Service
- Women's Aid
- Counselling
- Educational Psychologist
- Mosaic/Eclipse
- Young People's worker
- SALT- speech and Language Therapy
- Stockport without abuse
- 42nd Street
- Stockport County

Restorative Approach

Members of staff and students will hold restorative conversations to resolve classroom behaviours as set out in the sanctions process. Members of staff and students may be requested to engage in a restorative approach in order to resolve incidents and conflict. Members of staff and students may also request such a meeting.

Ready, Respect, Safe Routines

The purpose of Ready, Respect, Safe routines is to ensure that there is consistency across all staff and students to expect and to promote the highest standards in behaviour in The Kingsway School and local community .

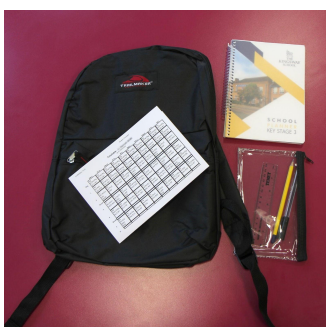
The consistent implementation of these daily routines across both key stages will have a positive impact on behaviour, safety, learning and progress. There is an expectation for all staff to work together as part of the Kingsway team to support all of our students in turning their potential into reality.

Before Morning Registration: Morning Lineup

Staff Expectations

8am: Heads of Year (HOY) and Pastoral Heads of Year (PHOY)

Welcome students to school at the main school gates. This will include "meeting and greeting" students and doing first checks of uniform and equipment to ensure all students are ready for the school day ahead. Opening at 8am also allows students a safe space to socialise pre school within the campus grounds.



The pastoral team should supervise all students outside in the year zones. Students should adhere to our safety rules and the pastoral team should address any unsafe behaviour issues following the school's behaviour system.

8.15am: Senior Leadership Team (SLT)

Join the Pastoral Team at the main gates and in the zones to supervise students.

SLT links should circulate in their year group zone and be vigilant for any key issues that might need rectifying.

8.20am: Form Tutors (FTs)

Meet students outside at their **Year Zone** for morning lineup at. At this point a whistle will be blown to indicate the start of morning line up.



Form tutors should ensure their form lines up in alphabetical order next to their form sign. Form tutors should do second checks of uniform and equipment. They should identify and remove from the line any student who is not wearing the full school uniform (or is wearing it incorrectly) or who does not have full equipment, remind them of school expectations and support them to correct the issue.

8.25am Form Tutors/SLT links/ HOY/PHOY

The full year team will check each form line to ensure all students are ready to enter the school building. HOY will choose one form to be awarded a positive point each in recognition of their efforts to be Ready to learn.

HOY will inform the relevant form tutor if their form has been successful for this recognition. It is then the responsibility of the form tutor to add these positives to Class Charts (CC).

8.28am SLT

Moves to year group entry doors to be available to support students and conduct a final check on entry to the school building.

Year group doors must be adhered to and only students from that year group should enter the building via this entrance.

8.30am Form Tutors

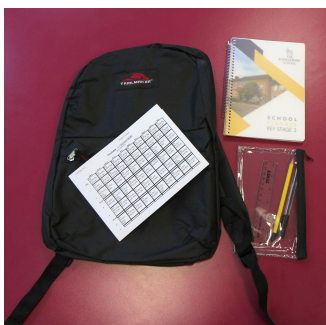
When dismissed by their HOY, Form tutors will lead their form into the year group door of the school building in single file, alphabetised and walking on the left. At this point, quiet inside voices should be used. Outdoor coats must be removed by students prior to entering the school building.

At this point the DHT supervising the gate will lock it.

Student Expectations

8am: Student entry gates open

Students will enter school through the side gate, they will display that they are ready to learn by showing a clear pencil case, displaying the minimum equipment expectations of a pen, pencil and ruler, their planner should be open on their timetable page to demonstrate they are aware of the days lessons ahead.



In addition to equipment checks Students should demonstrate that they are ready to learn by wearing their Kingsway school uniform with pride.

8.30am Entry to school

Their Head of Year will dismiss each form once they have displayed they are ready to learn.

Students are expected to walk in single file into the school building, walking on the left on the corridor to their form room.

Coats should be removed before students enter the building, if students wear their coat in the school building it will be confiscated and taken to reception where it can be collected at the end of the school day.

Uniform and Personal Appearance

Students should wear The Kingsway school uniform correctly at all times. A high standard of personal appearance is expected of all students

To avoid misunderstanding and to maintain our high standards of appearance, the following clarification is given:

- **Shoes:** Plain, flat, below the ankle all black leather footwear only (including soles). Footwear should have no air pockets, different coloured laces or any additional decoration. It should not be a sports shoe.
- **Socks:** Black or navy knee high socks or tights should be worn, free from any adornments such as bows or frills.
- **Trousers:** Black, must be school approved tailored trousers – no flares, leggings, jeans, canvas, chinos or corduroy allowed.
- **Skirt:** Navy skirt - stitch down pleated (school crest optional), worn at full length.
- **Shirt** - plain white, short or long sleeved, worn tucked into the trousers/skirt.
- **Jewellery:** No jewellery may be worn, this includes earrings and other piercings. Please note, we do not allow plasters over new piercings – students will be asked to remove all piercings and they will be confiscated if seen until the end of the school day. We understand that students wish to get their ears pierced however it is a strong recommendation of the school that this takes place at the start of the summer holidays to allow for the necessary healing period. Only in exceptional circumstances will the school consider allowing clear piercings to be used to support the healing process during term time. In such circumstances a clearly defined timeframe will be communicated with all stakeholders through the use of a short term uniform pass.
- **Watch:** It is recommended that students wear a watch (not an expensive one).
- **Make-up:** should be discreet. Students wearing noticeable makeup will be required to remove it. Nail varnish and false nails (including gels and acrylics) are not permitted for health and safety reasons. Senior leaders will make a judgement on whether makeup is deemed excessive.
- **Outerwear:** Denim, leather, camouflage jackets, coats with large or unsuitable logos or lettering and hoodies of any sort are not allowed. No outdoor coats or jackets are allowed to be worn in the school buildings.



- **Football Club Clothing:** Coats, hats, scarves etc. which explicitly form part of the support for football teams are not to be worn.
- **Haircuts:** Hair should be kept tidy with a sensible style and length. Extreme haircuts are not permissible, e.g. unnatural hair colour and shaved heads less than grade 2. As a Health and Safety measure, long hair should be tied back from the face during lessons where there is a potential Health and Safety risk, e.g. Food Technology or a Science experiment where a Bunsen burner is used. This applies to all students.
- **Bags:** Students should be provided with a suitable bag to carry their belongings. School bags should have 2 straps and be big enough to carry the student's PE kit. Plastic bags and handbags are not appropriate.

Students wearing The Kingsway school uniform should remember they are representing the school at all times. Students should wear their school uniform in the following way:

- Tie in year colour - Four stripes minimum
- Skirt - at full length not rolled up
- Socks or tights- Black or Navy, knee high no adornments such as bows or frills
- Blazer worn at all times in the building unless directed by staff due to a heatwave, in which case it should be carried over the arm or placed neatly in their school bag.
- Shirt should be tucked in
- Black polishable shoes
- School trousers, no leggings
- Full school PE kit.



PE KIT

Navy Kingsway polo shirt (Also required for Dance)

Navy training shorts *

Navy blue skort *

Navy school leggings *

Indoor socks

Long-sleeve multisport shirt (optional)

1/4 zip training top (optional)

Tracksuit pants (optional)

* Only one of the shorts, skort or leggings are required.

Please note: Black leggings, Black hot pants/cycling shorts are NOT allowed.



Additional uniform

- Suitable hair accessories only, which must be plain and either navy blue or black.
- **Hijab**, if worn, must be plain navy blue or black and without decoration.
- Hair coverings can only be worn for religious or medical reasons (authorised by a medical professional)
- A **two strap bag** (ideally a rucksack) is part of the full uniform. The bag needs to be durable and big enough to fit key equipment (including planner), PE kit and a water bottle.
- **Outdoor:** Suitable outdoor coats should be worn when the weather is inclement. Non-uniform jumpers or hooded tops are not permitted. Leather/denim coats and jackets are not permitted.
- **Hoods/Caps/Ski masks/snoods:** are not permitted.
- **Coats/Gloves/Scarves/Winter Hats:** are not permitted indoors.

Students should arrive at school wearing their uniform in the correct manner. Students will be checked on entry and anyone arriving at school in an incorrect uniform will be loaned items where possible. Students wearing incorrect uniforms may be sent home to correct their uniform or be asked to work in the Ready to Learn Room.

Once entering the side gates students should proceed to their designated line up area. On arrival to their line they will be greeted by their pastoral leaders and their form tutor will perform a second ready to learn check. Students are expected to line up in a single file in register order.

Punctuality to School

Staff Expectations

After 8.30am “Late to school”

Senior leaders will lock the main entry gates at 8.30.

Pastoral colleagues who lead the late to school team should be ready to meet and greet students at Broadway Hub or Foxland side entrance.

It is the role of this team to welcome students to school, ask why the student has arrived late to school, log their late arrival and remind them of their breaktime Same Day Reflection (SDR) at breaktime in the hall.

The team should also check the uniform and equipment of any student arriving late to school.

Student Expectations

If a student arrives late they should enter through the late entrance.

They should display that they are ready to learn with the expected equipment and correct uniform.

Students who are late will be issued with a same day reflection to consider how they can improve their punctuality. This will be in the school hall, students are expected to

attend this at the start of break. Non attendance will result in further escalation of sanctions

Morning Registration

Staff Expectations

Form tutors should lead their form in a single file (on the left) to their form room where they should immediately enter and attempt the “Do Now” activity as advised by the form tutor. Form tutors must take the register and save it within the first 5 mins of being classroom based. Form tutors should carry out a final uniform/equipment check. Form tutors should follow their year group timetable of activities according to the correct day. Form tutors should ensure the room is left ready for next use and locked when exiting.



Student Expectations

- Equipment (planners and pencil cases) should be visible on each desk
- Students should respond to their name being called on the register with 'Yes, Sir' or 'Yes, Miss'.
- Students should actively engage in form time learning activities.
- Students should raise any concerns they have for the day with their form tutor.
- Students should stand behind their chairs and wait to be dismissed at the end of form time and leave the classroom in an orderly fashion walking in single file and on the left hand side.

Corridor & Stairs Movement

Staff Expectations

All staff must be present on corridors at the change of lessons.

Teaching staff should be on their classroom door (in the radar position to be able to safely manage corridor and classroom behaviour. Any staff moving about should



monitor student behaviour and address where necessary. Staff must not carry hot drinks and food on corridors or stairs whilst students are moving around the building.

Teachers should actively challenge any poor corridor conduct using the consequence system. Teachers should meet and greet students on entry with a smile. Staff should walk on the left at all times.

Pastoral staff should supervise the corridors as per the updated duty rota. This includes standing in a central “radar” position, reinforcing the corridor expectations, reminding students to go to lessons promptly and promptly addressing any uniform/mobile phone issues.

Pastoral staff should ‘sweep’ the corridors at the start of each lesson to ensure there are no late arrivals.



Student Expectations

Students should walk quietly on the left and in single file on the staircases and corridors.

Quiet inside voices should be used at all times.

Students should walk and not run in the corridors.

Students should take the most direct route between lessons to their next lesson.

Always respect other people's personal space and always behave safely.



Corridors are out of bounds during social times, all students should only use the corridor to move to their appropriate location, it is not a social space.

Any litter must be placed in one of the bins provided, any student who drops litter will be expected to undertake community service to develop their understanding on how our behaviour directly impacts on the environment around us.



Lessons



Staff Expectations

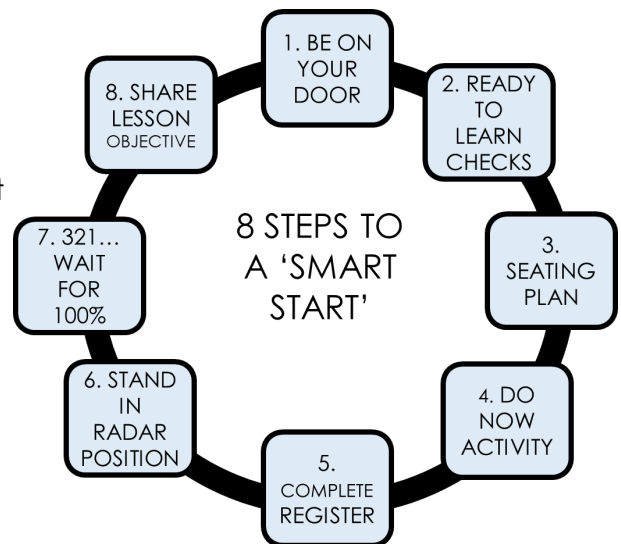
Classroom teachers should meet and greet at their classroom door (in radar position). students are invited to enter quickly and greeted with a smile, students should be instructed to complete the "Do Now" task.

Teachers should perform ready to learn checks with students on entry.

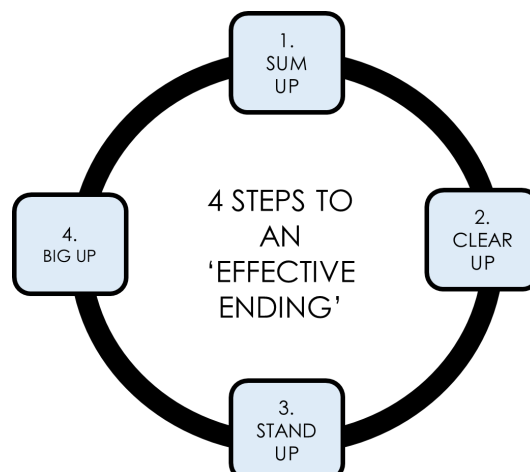
The 8 step "Smart Start" routine must be followed as part of the lesson entry/start.

Teaching staff must take the register aloud at the start of the lesson.

If any student arrives late, then they should be given an L mark and the number of minutes recorded as a red flag on SIMS. students must be marked as present or N, there should be no blanks. Registers must be saved immediately. If a student has been marked as absent they should be highlighted on Class Charts as "Patrol missing from lesson".



Classroom teachers should take the final 2 mins at the end of their lesson to follow the 4 step "effective ending" routine.



Classroom teachers should spotlight the positives, catch students being good and reward them with Class Charts positive points.

Teachers should reprimand students in private using the C system to address any behavioural concerns.

Students must be discouraged from going to the toilet during lessons.

Students are not expected to leave class during lesson time. If this is necessary, they must have a corridor pass from their teacher.

Students found without authorisation to be out of class will be escorted back and will be given a detention.

Any student permitted out of a lesson must be in full uniform including a blazer.

Students must not be sent out of the classroom if they have misbehaved unless they are on their way to the subject leader or another member of staff.

Students should stand behind chairs and staff must check uniforms before dismissal.

On dismissal students should be reminded to walk quietly on the left.

Staff will ensure that the room is locked and left tidy.

Student Expectations

Students enter when permitted by the teacher, placing their planner and pencil case on the desk.

Students should show they are respectful and ready to learn by displaying Kingsway Bees: Body Facing Forward, Eyes Track the Teacher, equipment on desks and silence for key information.

Respect and care for all equipment and their classroom environment.

Leave the classroom in an orderly manner on dismissal, properly dressed in full school uniform.

Breaktimes

Staff Expectations

Staff must ensure they know when and where their break duties are and arrive promptly

Staff must check what is required for this duty and fulfil this.

Staff on duty are expected to be visible and proactively monitor behaviour.

At break times, all staff must be prepared to support colleagues if necessary.

Staff on duty should ensure that students line up in single file to buy food and drinks from the canteen.

Staff must ensure that the corridors remain out of bounds by reminding students of zones they are allowed to attend at social times.

Staff on duty outside should blow a whistle and encourage students to move inside, clearing any outside areas before leaving their duty point.

Staff should remind students to correct their uniform displaying they are ready to learn on entry to the school building.

Student Expectations

All students are expected to behave in a respectful manner at social times. Students demonstrating poor behaviour at social times will be issued with choice and consequences C1, C2 & C3 & C5

Repeated instances of poor behaviour at break times will result in a student losing the privilege of break times and spending their social time under direct supervision



Students should move around the school site in an orderly manner that supports a calm atmosphere and respects the health and safety of others.

Students should walk at all times in the school building.

Students should queue respectfully at all times whilst awaiting food or drink service, respecting each other's personal space.

Boisterous behaviour and play fighting is not acceptable, any negative behaviour which puts the health and safety of students in jeopardy will be sanctioned under the school's consequence system.

Fire Evacuation Procedures

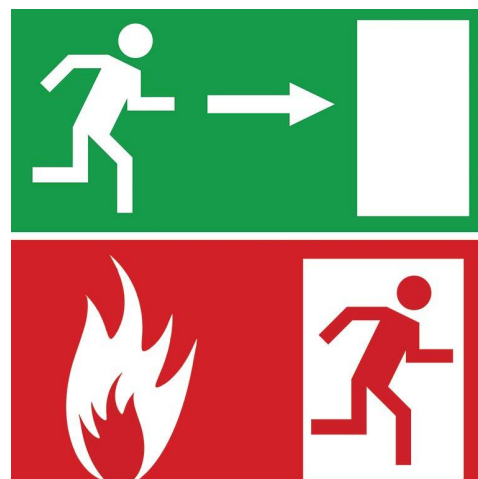
Staff Expectations

All staff must familiarise themselves with the Fire Evacuation procedure.

In the event of a fire alarm, all staff must ensure the safe and orderly dismissal of students via the nearest fire exits.

Classroom doors are to be left closed and unlocked.

All staff must ensure they are fully supporting the safe and efficient line up of students at their year zone muster point, lining students up in silence, checking registers and supervising until given further instruction from a senior leader.



Student Expectations

On hearing the fire alarm all students should follow staff instructions. They should leave their belongings in the classroom and leave the building walking on the left hand side of the corridor in an orderly manner.

They should leave by the nearest fire exit point as identified by the staff member.

Students should walk to their fire assembly point and line up in alphabetical order.

Students should stand in silence awaiting the register to be taken.

Students should remain lined up in silence until their line is dismissed and the teacher is informed it is safe to return into the building.

Child on Child Abuse

In line with 'Keeping Children Safe in Education', we recognise that children can abuse other children. This is known as child-on-child abuse and can take many forms, including but not limited to:

- Bullying in all its forms including physical, verbal, psychological and online - please refer to our Anti-bullying policy for further details.
- Prejudice in all its forms including racism, LGBT+ phobia, sexism and ableism.
- Sexual violence and harassment in all its forms, including sexist or sexual name calling; sharing of nude or semi-nude images; showing someone a sexual image or video; making sexual gestures or noises; non-consensual touching; upskirting and depantsing.

We have a zero tolerance approach to all of these behaviours. Abuse will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

Whilst we recognise that in an increasingly polarised world, our students may be subjected to intolerant and hateful narratives in wider society, school is a place where everyone deserves respect and where differences are celebrated. If prejudiced or intolerant incidents occur, actions will be overseen by a senior leader in line with our response to bullying procedures. Responses will be swift and thorough, focusing on reeducation and compassion for all involved. Prejudice in all its forms including racism, LGBT+ phobia, sexism and ableism will be addressed with gravity and the most serious sanctions set out in this policy applied proportionately.

Child-on child abuse will be dealt with under this Behaviour policy, supported by the Anti-bullying policy. In addition, our Safeguarding and Child Protection policy will dictate when external referrals (for example, to the police or Children's Social Care) may be required.

Mobile Phones & Other Digital Technology

The use of mobile phones by students is not permitted in school. This is to help students focus on their learning in class without distractions. We encourage students to engage with the real world around them and develop good social skills. This approach significantly reduces online bullying.



On entering the school building all, mobile phones must be out of sight and switched off. Headphones must also not be worn around the school. If a student fails to keep their mobile phone switched off and out of sight or wears their headphones in school, they will be confiscated. Mobile phones and headphones confiscated on corridors and lessons will be held in reception until the end of the school day. If any student refuses to comply with this process, the matter will be dealt with as defiance and the student will face the appropriate sanction.

The school allows students to bring mobile phones to school if our policy on mobile phone use is followed. They must not be seen whilst a student is in the school building.

The Trust & school accepts NO responsibility for mobile phones or any other digital devices that are brought into the school and students do so at their own risk.

Mobile phones are expensive items and parents must understand that we will not be liable for their safekeeping. Parents who allow their child to bring a phone to the school must understand that the responsibility for the safe keeping of the device is entirely the child's and if a parent believes a child cannot look after the device safely they should not permit the child to bring it into the school.

We understand that in an emergency you may need to contact a student, we ask that you do not contact the student via their mobile phone during lesson times. Please use the school reception to contact your child and we will ensure the message is passed to them. We appreciate your support in ensuring students' learning time is undisturbed by phone calls and texts.

The mobile phone policy covers all electronic devices including Bluetooth speakers this means music must not be played through external speakers.

Should parents wish to contact a staff member they should do so via reception, not on a student's mobile device.

Recording & Covert Phone Use

Mobile phones, digital cameras, or any other device, which can record images or video, must not be used in the school. Any student who records an image, audio recording or video will have their phone confiscated and the file must be deleted in the presence of a senior or pastoral member of staff.

Covert phone use e.g. being on a phone call whilst it is hidden in a student's pocket without the staff members knowledge is strictly forbidden. Any deliberate intentional recording will be considered as a serious breach of the school's behaviour policy subject to the sanctions listed on pg 36.

Behaviour Outside of School

The power to discipline beyond the school gate:

Teachers have a statutory power to discipline students for misbehaviour outside of the school premises "to such an extent as it is reasonable" (Education and Inspections Act 2006).

Disciplining beyond the school gate covers the school's response to all bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Examples include:

- Students who misbehave on the way to or from school, outside the school gates or
- otherwise in close proximity to the school.
- Students who misbehave wearing school uniform or are in some other way identifiable as a student at the school.

- Students who misbehave during an Educational Visit, Work Experience or whilst the student is taking part in a further education course as part of an school programme.
- Students who misbehave whilst representing the school in a sports event with another
- school or any other event which might affect the chance of opportunities being offered to
- other students in the future.
- This may also apply to students that pose a threat to another student or member of the public or could adversely affect the reputation of the school. These will be subject to a statement(s) being completed or a report from staff, students or members of the public. An investigation will take place and consequences will be imposed that are deemed reasonable in all circumstances.

Behaviour beyond the school gates will be subject to the school's Ready, Respect, Safe Policy and sanctions at the appropriate level of the policy can be imposed for such behaviour. Other out of school incidents may be considered if the Headteacher believes that they will have a serious impact within the school.

In all of these circumstances, the Headteacher will consider whether it is appropriate to notify the police or antisocial behaviour co-ordinator in their Local Authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

Trips and Educational/Sporting Activities

School trips and sporting activities are a privilege for students, and they are always representing the school during these occasions. Attendance on school trips and the chance to represent the school will be subject to sanctions in line with this policy. If the school feels that a student's poor behaviour or poor attitude to learning is a concern, then the student may not be able to attend school trips or represent the school in sporting or other extra-curricular activities. Should a student cause serious concerns for student safety it may be necessary to remove them immediately from the school trip, a student's emergency contact will be contacted in this circumstance.

Smoking & Vaping

The Kingsway School is a non-smoking/vaping site, and we recognise the huge health issues caused by students trying cigarettes/vapes or developing a smoking/vaping habit. We will always seek to support students who do develop an addiction, but we will not tolerate smoking on the school's premises. This includes the use of e-cigarettes and vapes. If a student brings smoking paraphernalia onto the school site, it will be confiscated until an adult collects it. No student should bring into the school matches or a cigarette lighter due to the Health and Safety issues created by such items.

If a student is suspected of possessing smoking paraphernalia they will be searched as per our search and confiscation policy.

Anyone found to be vaping or smoking on the school site will be sanctioned, repeat offenders may face exclusion.

- The school operates a strict no smoking policy. This includes within the school buildings and grounds as well as on the way to and from school whilst in school uniform and on school trips/events. This includes the use of e-cigarettes/vapes.

(Smoke free General provisions regulations 2007 made under the health act 2006
Control of substances hazardous to health regulations (COSHH)

The minimum age for purchase and possession of cigarettes/vapes is 18

- In the first instance, students found smoking/vaping will receive a period of time in the ready to learn room. Parents/carers will be informed of the incident as soon as possible via a phone call from the Pastoral Head of Year.
- If students are caught smoking/vaping a second time, parents/carers will be invited to come into school to meet with the Pastoral Head of Year to discuss concerns.
- A third offence will result in the loss of social time for a fixed period and may result in a exclusion.

- Any student can access the MOSAIC service for help and advice. Students and parents/carers will be made aware of this level of support.
- Schools are subject to the same smoke free legislation as other premises. The school is a smoke free site.
- The school provides information and support for smokers to quit eg: promoting access to smoking cessation classes, which may be provided on the school site.
- Children and young people should understand the non-smoking policy
- School-based interventions will be offered to prevent the uptake of smoking amongst young people.
- If students are caught in possession of smoking related materials, these will be confiscated and the student will be sanctioned. Parents/carers will be informed and a referral will be made to MOSAIC/ECLYPSE.
- Students associating with smokers, when found smoking/vaping may also be sanctioned.

Prohibited Items

The following items must not be brought into the school:

- Any offensive weapons (knives, guns or any object that can be used as an offensive weapon or to
- Intentionally harm another student, inclusive of items created such as sharpened rulers to cause harm)
- Illicit drugs including legal highs, drug paraphernalia,
- Alcoholic beverages,
- Laser pens or any item that could direct a laser beam at a person,
- Pornography or any item of a pornographic nature,
- Fireworks or any item that could potentially cause a fire risk (such as a cigarette lighter),
- Cigarettes or any other tobacco product, e-cigs/vapes, smoking paraphernalia,
- Any other item that puts the health and safety of students and staff at risk or disrupts the smooth running of the school Day.

If staff believe that a student is in possession of any of the above items, then a no contact search **may** be instigated. Students will always be given the opportunity to hand over prohibited items prior to the search being undertaken.

Please see the school Search and Confiscation Policy for more details of this process. If any student brings banned items into the school to sell to other students, the items will be confiscated, and parents will be informed.

If an offence has occurred, then the police will also be informed. Repeat offences of this nature will be dealt with more seriously, in line with school sanctions. Selling any items to other students contravenes the school's safeguarding values and will be dealt with seriously.

Drugs & Illegal Substances

- (i) It is school policy that if a student is caught in possession of illegal substances; drugs, alcohol or legal highs, they will face a period of exclusion. This might be a Fixed Term exclusion for up to 5 days, an off site direction or a permanent exclusion.
- (ii) If a student is caught dealing he/she will be permanently excluded for the first offence.

Legal drugs; the police will not normally need to be involved in incidents involving legal drugs, but the school may wish to inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to students in the local area.

If a student is suspected of being under the influence of drugs or alcohol on the school premises, the school must prioritise the safety of the young person and those around them. If necessary it will be dealt with as a medical emergency, administering first aid and support. If the suspicions are probable the student will be collected from school by a family member for supervision. If the child is felt to be at risk the safeguarding policy will come into effect and appropriate agencies will be contacted.

If a parent/carers feels they need advice, support or general information regarding drugs and illegal substances there are services readily available in our local community; Please see appendices A.

Search & Confiscation

Confiscation of a student's property

The general powers of discipline enable members of staff to confiscate, retain or dispose of student's property as a punishment, so long as it is reasonable in the circumstances. Confiscated property will be returned to the student parent/carer. Staff are not responsible for the loss or damage of any confiscated items.

Headteacher's and staff authorised by them have statutory power to search students for any item banned under the school rules, if the student agrees. This includes the use of a handheld wand to screen students.

To search students without consent for the following prohibited items –

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers/Vapes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

When dealing with an incident whereby a student may have items that are not allowed in school in their possession, the following procedures will apply:

- There will always be two members of staff present whilst the search takes place.
- There will be no physical contact from the staff conducting the search with the student.
- We will always initiate a search by requesting the student to empty their bags and pockets of all contents.
- If a student is found to be in possession of an item that is not allowed in school, this item will be placed in safekeeping whilst enquiries continue.
- Families will be informed if appropriate at this stage as to the reason and outcome of the search.
- Appropriate sanctions will then be put in place, in line with school policy.

- Following a search, whether or not anything was found, the school will make a record of the person searched, reason, time and place of the search on a power to search form and on SIMs if appropriate.

Exclusions

Fixed period Exclusions

Fixed period exclusion may be issued for one or more fixed periods not exceeding 45 days in any school year. Permanent Exclusions are the ultimate sanction when all else fails. Exclusions are solely at the discretion of the Headteacher.

No Headteacher likes to exclude a student from school, but there may be a time when this is considered necessary. If your child has been excluded it means that he or she will not be allowed to attend school because of the difficulties that have arisen concerning a serious breach of conduct. The evidence required to exclude will meet the 'civil standard' of proof, i.e. on the balance of probability, it is more likely than not that the student was responsible for the breach of school discipline.

The school will contact families on the day the exclusion is given and this will be followed up with a letter including information on the:

- Period and reason of exclusion
- The families duty during the first five days of any exclusion to ensure that their child is not present in a public place during normal school hours, whether in the company of a parent/carer or not
- Any arrangements made by the school that apply from the sixth day of the exclusion
- It is the families' responsibility to contact the school regarding readmission arrangements

Should a student be in receipt of 5 or more exclusions in one term the governing body will be notified of the schools concerns.

Should a student be in receipt of 10 or more exclusions in one term the Local Authority will be notified of the schools concerns.

Examples of serious incidents include:

- Physical assault on against another student including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a student
- Verbal abuse and threatening behaviour against an adult
- Instigating violence by involving other people, not necessarily from the school community, in disputes with other students
- Bullying
- Racist abuse
- Sexual misconduct
- Significant Defiance
- Theft
- Damaging property
- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of ICT code of conduct
- Involvement with fireworks
- Deliberate misuse of the fire alarm will result in consideration of a permanent exclusion
- Drug and alcohol related incidents – abuse of a legal substance
- Dealing with drugs at school will result in permanent exclusion
- Repeated use of drugs or alcohol may result in permanent exclusion
- Possession of a weapon including replica weapons
- Misuse of medication
- Misuse of aerosols
- Misuse of electronic equipment
- Making malicious and untrue allegations towards a member of staff
- Inciting others to breach the school rules
- Inciting others to commit a violent act
- Malicious online communications via voice, messages or email to members of the school community
- Use of technology to record staff or students in school without permission and in breach of mobile phone expectations.
- Behaviour that endangers themselves or others

These incidents are considered to be highly damaging to the ethos of the school and to individuals within it. In these circumstances the normal referral procedures may be by-passed.

The school will set work for your child if excluded for longer than one school day. It will be Parents'/Carers' responsibility to request and collect this work.

Parents/Carers and the excluded student will have to attend a re-inclusion meeting prior to the student being readmitted back into the school. During this meeting if it is believed that the student will not succeed during that school day due to defiance a further exclusion may be issued until the student can return and display they can meet school expectations.

Permanent Exclusions

The Headteacher will only permanently exclude a student as a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to permanently exclude a student for a one-off offence.

If your child has been permanently excluded, be aware that:

- The school's governing body is required to review the Headteacher's decision and you may meet with them to explain your views on the exclusion
- If the governing body approves the exclusion, you can then appeal to an independent appeal panel organised by the Local Authority

The school must explain in a letter how to lodge an appeal against the decision made.

The local authority must provide full-time education from the sixth day of a permanent exclusion and we will work in partnership with other Stockport schools to provide full time education for any student from the sixth day onwards until the exclusion ends.

Online Behaviour Incidents

The way in which students relate to one another online can have a significant impact on the culture at school. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. The same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, making malicious communications, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Students will be sanctioned when their behaviour online poses a threat or causes harm to another student and/or could have repercussions for the orderly running of the school, when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

In cases of suspected criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts.

Truancy

Students who go missing are potentially at risk of harm, and, because of their circumstances, may face the risk of sexual, criminal or economic exploitation.

Children absconding or going missing from care, home and education is a key risk factor in safeguarding children. All school and early years staff have a responsibility

to provide a safe environment in which children can learn. (Keeping Children Safe in Education, 2018).

Students are expected to arrive at lessons on time. If a student is more than 5 minutes late this will be recorded as truancy because a significant amount of learning has been missed and the safeguarding concerns that truancy causes are the Schools' priority. Should a student be found to be internally truanting all reasonable efforts will be made to return the student to their lesson, should a student refuse to follow instructions this will automatically incur a C5 resulting in their removal from the school population due to the high levels of disruption internal truancy causes.

If students run away from staff or cannot be located after 10 minutes, the following processes will be implemented.

- A phone call home will be made asking for Parent/Carer to support the school.
- If a student cannot be located we may report them as missing to the local authorities inclusive of the police, should we deem this a safeguarding concern, this will be assessed on a case by case basis.
- The student will be marked as absent by their class teacher.
- When a student has several unauthorised absences, parents may also be liable to a fixed penalty notice, issued by the headteacher or the local authority. The standard fixed penalty notice comes with a fine of £60, potentially doubling if not paid with 21 or 28 days.
- In the case of a habitual truant, the Local Authority may take action which could lead to prosecution in the Magistrates Court. Prosecution in the courts can result in a fine of up to £2,500.
- Repeat offenders will be sanctioned using the Ready, Respect, Safe policy.

Healthy Eating Policy

The school has a healthy eating policy for all students and staff.

The following food and drink items should therefore not be brought into the school

- Any type of energy drink
- Any type of sugary, fizzy drink

- Large bags or tubes of crisps, large multi-packs or bars of chocolate or sugary snacks.

If any of the items above are brought into school they will be confiscated by a member of staff. These will not be returned to students.

A small bag of crisps and individual chocolate or snack bars are acceptable as is bottled water and low sugar soft non fizzy drinks.

Litter & Dining

Food and drink should only be consumed in the designated areas.

Litter must not be dropped anywhere inside or outside the school site and we ask all members of the school community to take care to keep the school clean and tidy. Plenty of bins are available and students are expected to take responsibility for their areas and pick up litter in and around their immediate vicinity.

Vandalism and Damage to School Property

Where a student is found to have purposely damaged school property or created a whole school disruptive incident, such as a hoax fire alarm. Sanctions will apply depending upon the nature of the incident. Sanctions may include:

Fixed term exclusion

Recharge for associated costs to the school via invoice to parents

Where charges are made, the school will obtain a quote for repairs then conduct the works without delay. For alarm resets this is a fixed cost of £50 in relation to labour costs. All recharges will be sent to parents via a school invoice, payable within 30 days.

Community service

Community Service

Community service duties can include duties such as litter picking, supporting the cleaning or site staff, improving the school environment.

Students that cause concern during their social time may complete community service during their break times or after school.

Incidents of misbehaviour or misconduct which occur out of the school in the local community, on the journey to or from school including school buses and local transport may receive community service. This may involve litter picking in the local community, cleaning graffiti or any other restorative practices that we feel appropriate.

Staff supervision will be in place for any community service duties undertaken.

Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (Department for Education: Behaviour and Discipline in school July 2022)

Reasonable Adjustments

Sanctions will be reasonably adjusted in respect of safeguarding and in regard to identified diagnosed disabilities in consultation with the SEN team.

For pupils with identified SEN and/or disabilities the same expectations in this policy apply but we recognise that there may need to be increased support or intervention. An individual provision map will be used for pupils for whom their SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed as part of a 'plan, do, review' process.

Additional Information

The school's behaviour policy is written in line with the following legislation and guidance:

- The Education Act 1996
- Department for Education: Behaviour and Discipline in school July 2022
- School Standards Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006 and the Education Act 2011
- school Information Regulations 2008
- Equality Act 2010
- Behaviour in schools- Advice for Headteachers and school staff, July 2022
- exclusion and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement- Guidance for maintained schools, academies and student referral units in England, July 2022
- Searching, Screening and Confiscation -Advice for schools, July 2022
- ELT Safeguarding and Child Protection Policy September 2023

Families should also use this document in conjunction with

1. The Anti-bullying Policy 2024-25
2. The Attendance Policy 2024-25
3. The Curriculum and Assessment Policy
4. Equality Policy 2025-28
5. Safeguarding policies
6. Acceptable Use Policy
7. SEND policies

Monitoring and Evaluation - We will be monitoring this policy through analysis of data and our Q/A procedures.

Appendix A

Monitoring Students

Waved Reporting System

Aims: To ensure there is a consistent approach to the issuing, monitoring and evaluating of waved reports and student intervention.

Procedures: A student will be placed on a waved report if:

- A student receives multiple negative Class Charts logs in 1 week.
- A student creates persistent low-level disruption or passive learning over half-term
- A student's attendance or punctuality to lessons becomes a concern
- Concerns are raised about the students' behaviour that require monitoring.

Wave 1: Form tutor

- Form Tutor to call/email home and inform Parent/Carer about the concerns either from a round robin from subject teachers i.e. passive learning, BFL or Lateness to lessons/school or Class Charts data.
- Record outcomes of conversation on Class Charts. Please log as Placed on 'Wave 1 Report'.
- Set a student target out of 90 for the week (They can achieve a maximum of 18 ticks a day). Support to be given to the student through restorative conversations and explanations on how positive choices can be made to improve their behaviour.
- The form tutor will support the student to make the right choices.
- Check the report at the end of every day, Issue sanctions/rewards where necessary. Log sanctions on Class Charts.
- Weekly contact and update with parents. Log on Class Charts as 'Phone Call/email home' with brief details.
- After two weeks on report, hold a telephone/Teams/face to face meeting with parents should there not be any improvement record notes on Class Charts or upload minutes to SIMS under Linked Docs.

- Please log on Class Charts as 'Meeting' with note, if minutes uploaded to SIMS, please state in section
- 'See Linked Doc in SIMS'
- Improved behaviour- Phone call home to inform parents of student success. Please log on Class Charts a Phone Call Home and the Action as Parents Informed. Student then is taken off report
- Keep parents/year teams informed of students' progress/concerns

4 weeks-

- No Improvements – Move to wave 2 – Parental meeting to be made by Form Tutor to handover to Pastoral Head of Year (both will attend meeting where possible, if form tutor is not available then full handover information must be provided) – Class Charts will evidence 4-weeks of interventions and home contact before this can be passed to Year Team.

Wave 2: Pastoral Head of Year

- Continued completion of Class Charts, daily student checks, rewards and sanctions, parental and intervention team involvement. Further support to be given to the student through restorative conversations and explanations on how positive choices can be made to improve their behaviour. The Pastoral Head of Year will support the student to make the right choices

After two weeks on report, hold a meeting with parents should there not be any improvement.

Additional Support-

- Target Card with Smart targets to remind the student of expectations given to the student by PHOY.
- Hotspot lesson support
- Intervention team support – central referral form (CRF) completed,
- Positive Behaviour Support plan (PBSP). Implemented by PHOY and shared with all staff, uploaded on SIMS under linked docs.

At 4 weeks-

- No Improvements – Move to wave 3 – Parental meeting to be made by Pastoral Head of Year to handover to Head of Year (both will attend

meeting) – Class Charts will evidence 8 weeks of interventions and parental involvement.

Wave 3: Head of Year/SENCO

- Continued completion of Class Charts, daily student checks, rewards and sanctions, parental and intervention team involvement. Further support to be given to the student through restorative conversations and explanations on how positive choices can be made to improve their behaviour. The Head of Year will support the student to make the right choices
- Wave 3 – a managed move or Trust pastoral intervention maybe considered at this point
- A student Support Plan (PSP) will be created and a 16-week monitoring programme will begin. HOY to set review on an 4/8 weekly cycle and clear SMART targets set with external agency involvement where appropriate. (See PSP SOP for further details)

At 4 weeks-

- No Improvements – Move to wave 4 – Parental meeting to be made by Head of Year to handover to SLT (both will attend meeting) – Class Charts will evidence 12 weeks of interventions and parental involvement.

Wave 4: SLT

- Continued completion of Class Charts monitoring, daily student checks, rewards and sanctions, parental and intervention team involvement. Further support to be given to the student through restorative conversations and explanations on how positive choices can be made to improve their behaviour. The Senior Leader will support the student to make the right choices
- Continued PSP reviews if still in place evidencing interventions offered and support provided.
- Governors Welfare Panel if appropriate.
- Behaviour Contract to Vice Principal/ Principal
- If no improvement in behaviour referral to Alternative Provision/managed move where appropriate and if one can be sourced. The student is at risk of Permanent Exclusion

Strategies:

- Call home for positive behaviour or improvement in behaviour
- Reward positive behaviour with Class Charts points
- Central Referral Form completed to identify areas of support.
- Smart Target Card
- Positive Behaviour Support Plan
- Pastoral Support Plan
- Discuss low scores on report card using restorative language and provide student with strategies of how to avoid recurring incidents
- Discuss with Curriculum leads about persistent issues within a particular subject/lesson.
- Discuss with the Pastoral team about persistent issues across subject areas.
- Discuss with the SEND team about strategies that could help.

Monitoring: Form Tutors, curriculum leads, Year teams, SEND, Senior Leadership.

Appendix B

- **Drugwise:** Expertise on illegal drugs, aiming to inform and reduce drug related risk.
www.drugwise.org.uk
Tel: 0330 123 6600
- **FRANK:** National drug awareness campaign raising awareness. Friendly, confidential drug advice from home
www.talktofrank.com
Tel: 0800 776600
- **Mosaic:** Services for young people aged up to 25 experiencing problems with alcohol and drugs, and their families and friends.
www.stockportdrugsandalcohol.org/treatment-services/mosaic
- **Family Lives:** A charity offering support and information to anyone parenting a child or teenager. Drugs services, counselling services and self-help groups offer support.
www.familylives.org.uk Tel 0800 800 2222
- **National Children's bureau:** Promotes the interests and well-being of all children and young people across every aspects of their lives
www.ncb.org.uk
Tel: 020 7843 6000
- **RE-Solv (Society for the prevention of solvent and volatile substance abuse):** A national charity providing information for teachers, professionals, parents and young people.
www.re-solv.org
Tel: 01785 817 885

- **Smoke free:** NHS smoking helpline
0800169 0169
<http://smokefree.nhs.uk>
- **Stars national initiative:** Offers support to any one working with children, young people and families affected by parental drug and alcohol misuse.
www.starsnationalinitiative.org.uk
- **Youth Offending Service:** Local Youth Offending Service are multi agency teams and are the responsibility of the local authority, who have statutory duty to prevent offending by young people under the age of 18.
<https://www.gov.uk/youth-offending-team>
- **Addaction:** One of the UK's largest specialist drug and alcohol treatment charities. As well as adult services, they provide services specifically tailored to the needs of young people and their parents. The Skills for Life project supports young people with drug misusing parents.
www.addaction.org.uk
- **ADFAM:** Offers information to families of drug and alcohol users, and the website has a database of local family support services.
www.adfam.org.uk
Tel: 020 7553 7640
- **Alcohol Change:** works to reduce the incidence and costs of alcohol-related harm and to increase the range and quality of services available to people with alcohol-related problems.
Email: contact@alcoholchange.org.uk
www.alcoholchange.org.uk
Tel: 020 390 8480.
- **ASH (Action on Smoking and Health):** A campaigning public health charity aiming to reduce the health problems caused by tobacco.
Tel: 020 7739 5902
Email: enquiries@ash.org.uk
www.ash.org.uk
- **Children's Legal Centre** operates a free and confidential legal advice and information service covering all aspects of law and policy affecting children

and young people.

Tel: 01206 877910

Email: clc@essex.ac.uk

www.childrenslegalcentre.com

- **Children's Rights Alliance for England** - A charity working to improve the lives and status of all children in England through the fullest implementation of the UN Convention on the Rights of the Child.

Email: info@crae.org.uk

www.crae.org.uk

- **Drinkaware** - An independent charity that promotes responsible drinking through innovative ways to challenge the national drinking culture, helping reduce alcohol misuse and minimise alcohol related harm.

Tel: 020 7307 7450

www.drinkaware.co.uk

- **Drinkline** - A free and confidential helpline for anyone who is concerned about their own or someone else's drinking.

Tel: 0800 917 8282 (lines are open 24 hours a day)

- **Drug Education Forum** – this website contains a number of useful papers and briefing sheets for use by practitioners.

www.drugeducationforum.com