



THE KINGSWAY SCHOOL

Behaviour Policy

Nominated Lead Member of Staff: K.Roban

Date of Policy: October 2023

Status & Review Cycle: Statutory - Annual

Next Review Date: October 2024

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

- The Education Act 1996
- 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
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement- Guidance for maintained schools, academies and pupil referral units in England, July 2022
- Searching, Screening and Confiscation -Advice for schools, July 2022
- ELT Safeguarding Policy V2.3 September 2021
- ELT Exclusion Guidance

Behaviour for Learning

Our vision is to prepare our students for a successful and exciting future. All children have the right to an education where they can succeed, thrive and grow 'to be the best version of themselves'. We are committed to highly aspirational, successful academic achievement and respectful courteous behaviour.

Our expectations are underpinned by our core values of:

- **Opportunity**
- **Achievement**
- **Respect**

**Our Values are supported by our Behaviour system –
The Kingsway Expectations- Ready, Respect, Safe**

OUR EXPECTATIONS: HOW TO BE READY.

Be on time.

Aim for 100% attendance.

Wear your uniform correctly.

Mobile phones must be off and away.

Carry your equipment and your planner.

Use active listening to focus on your learning.

Complete your homework when required.

Carry out tasks to the best of your ability.

OUR EXPECTATIONS: HOW TO BE RESPECTFUL.

Be kind and polite to others.
Respect each other's beliefs, ideas and personal space.
Hold the door open for those behind you.
Respect the building, be careful not to cause any damage.
Queue patiently at lunchtime.
Place litter in the bin and clear up after yourself.
Greet others positively, smile and respond politely.
Show respect by following Kingsway Bees.
Follow staff instructions.

OUR EXPECTATIONS: HOW TO BE SAFE.

Walk Calmly.
Walk on the left.
Speak at an appropriate volume.
Behave safely as you travel to and from school.
Sit in your allocated seat.
Use equipment appropriately.
Attend all lessons promptly.
Respect one another's personal space and boundaries.

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 academies' 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.

In our school, our behavioural expectations are based on the Kingsway Non-negotiables . We have devised a clear set of standards which all students should aspire to and which all staff should model and expect through consistent common language of 'chance choice consequence'. Throughout the year we will provide students with the opportunity to reflect on their own behaviour for learning and their behaviour as a community citizen of the school.

Our behaviour policy is designed to support these values. Our focus is on rewarding students who align and display our values through their actions. There are occasions, however, when students may not behave inappropriately. Students are responsible for their own behaviour. Consequences will result from their choices – be this rewards or sanctions.

Families, students and school staff share the responsibility to ensure that learning is not disrupted due to poor behaviour. A signed home/school KOAR agreement is made with families before a child joins The Kingsway School outlining how they will support the school to ensure the highest standards of conduct.

The school's Learning Principles: The basic expectations of behaviour at Kingsway school are:

- Students have a right to learn without having their learning disrupted – no lost learning time.
- Students follow teachers' instructions.
- We speak respectfully to each other, avoiding negative language and language which might cause upset.

Aims of the Behaviour for Learning Policy

- To ensure that the school is a safe, orderly environment that encourages 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 ensure a calm, productive atmosphere that is conducive to learning.
- 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.

Foundation of the Behaviour for Learning Policy

The foundations of the school's Behaviour for Learning Policy are threefold:

Respect – we will encourage students to develop a healthy self-respect through high expectations and through rewarding success. We will also encourage students to show respect for all other members of the school community, staff and students alike; we foster a sense of positive engagement. We believe we are part of one team working for a collective goal and facing challenges together.

Rights – feedback from staff and students has indicated that every member of the school community feels that key rights underpin the school's learning principles:

Students have a right to learn without having their learning disrupted – no lost learning time

Students follow teachers' instructions.

We speak respectfully to each other, avoiding negative language and language that might cause upset.

Responsibilities – underpinning these principles is the responsibility of all members of the Kingsway community to act in the best interests of staff and students alike. Teachers have the responsibility to go about their duties to their full ability and always to seek to improve their teaching; students have a responsibility to ensure that they focus on learning at all times. We believe strongly that students should, in addition to their academic subjects, learn ways in which they can become valuable members of society, where they can show care, consideration and kindness towards their fellow human beings.

Our school believes that outstanding teaching is a key component of reducing behaviour problems. Well planned lessons, meaningful schemes of learning, good inter-personal skills and emotional intelligence contribute to removing most behaviour issues.

The Curriculum and Learning:

Student behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each student will be more likely to create a positive behavioural environment. The school believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear key learning questions, understood by the students, and the lesson should be differentiated to meet the needs of students of different abilities. Marking, feedback and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

school and Class Expectations:

All staff and students are expected to behave in a way which is respectful of other people and the school environment. Good discipline is the responsibility of all staff. It is maintained through shared expectations and consistently high standards of courtesy, behaviour, effort, presentation of work, self and punctuality.

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, seating plans, access to resources and classroom displays all have a bearing on the way the students behave. Every classroom should provide a welcoming environment.

For the majority of students, positive relationships between teacher and student play a more significant role in maintaining good discipline than any fixed system. Classrooms (including labs, workshops, playgrounds etc.) are places of work and there needs to be clear routines

Creating a positive school culture

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.

At Kingsway all staff will maintain a consistent approach towards rewarding students. A praise culture sits at the heart of our Behaviour for Learning policy. By praising students and recognising their achievements, others will be encouraged to act similarly. Rewards will be given in all areas of our school, both pastorally and through the curriculum, recognising a student's achievements at every opportunity. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. Students can be rewarded in the following ways:

- Verbal praise, in a variety of contexts.
- Obtaining data for positive points for outstanding conduct, good work and academic achievement.
- Collective or individual praise in assemblies, in the school newsletters.
(e.g. good behaviour on an school visit).
- Gaining Star of the Lesson, (teachers) Week (form tutor and PHOY, HOY).
- Gaining additional 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, letters and text messages.
- Whole class or year group rewards such as a popular activity.
- Invitation to special events which reward high standards, including behaviour.
- Recognition at Awards Evening.
- Display boards around the school celebrating student success.
- Positions of responsibility such as prefect status

Attitude to Learning (ATL)

Year teams use a variety of incentive schemes to promote excellent ATL. Students who demonstrate ATL 4 (the highest attitude to learning grade) will qualify for either end of term trips or on-site rewards issued weekly, half termly and at the end of term.

Attendance

Students who have 100% attendance will be rewarded vouchers and prizes regularly throughout the year to celebrate this achievement. Students who improve their attendance significantly will be nominated for rewards. Tutor groups who have the best punctuality/attendance will be rewarded.

Sanctions:

Although rewards are central to the encouragement of good behaviour, realistically there is a strong 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.
- Detention after school day.
- Placement in another classroom or group (Good Neighbour).
- Referral to Form Tutor, Curriculum Leader, Head of Year, Senior Leadership, Deputy Headteacher or Headteacher, depending on the nature and severity of the misbehaviour.
- Communication with parents/carers.
- Placing on a waved report.
- Referral to the Nurture Hub.
- Form Tutor Reflection day.
- Referral to Governor's Behaviour Panel.
- Referral to an Alternative Provision.
- Behaviour contract
- Be issued with a 'Step Out' placement where they may be placed at another 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/school.
- A placement at an Alternative Provision

- Fixed Term Suspension from Kingsway (Deputy Headteacher or Headteacher's decision only)
- 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 (i.e. Educational Psychologist) 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.

Detentions (Same Day reflection – SDR)

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 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.

The SDR process involves a 15 minute (C3) session after school where a restorative conversation between a teacher and the student takes place. The students will be asked to reflect on what happened in the lesson and discuss how similar situations can be avoided in the future.

If a student receives a C5 they will serve their SDR in the Ready to Learn room for 60 minutes.

If a student fails to attend a SDR the following day they will not attend lessons but will follow their timetable in a different location. Students will lose their social time and will attend the SDR that afternoon. If a student repeatedly fails to attend the rescheduled SDR they will be placed in isolation and parents/carers will be invited into school

Where students are repeatedly receiving SDRs, parents/carers will be invited into school to work with the year team to support the student.

All staff are expected to follow the formal Behaviour Management procedure when dealing with misbehaviour around Kingsway and in lessons.

Behaviour System

All students are reminded of the three clear rules, which are collectively known as Kingsway Non-negotiables

- 1) Be **Ready**. Put your learning first.
- 2) Be **Respectful**. Respect the building and everyone in it.
- 3) Be **Safe**. Follow the instructions of all Kingsway staff at the first time of asking.

As long as students adhere to these simple rules, 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 teacher impact. 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 Kingsway Non-negotiables 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 be 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 suspension, or in extreme circumstances, permanent exclusion may result.

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

School Expectations

Behaviour around the building and during break/lunchtimes

Students demonstrating poor behaviour at social times will be issued with choice and consequences C1, C2 & C3. Repeated instances of poor behaviour at break times will result in a student losing the privilege of break times and could require the student spending breaks under the supervision of parents or carers.

We always encourage a calm, orderly and purposeful environment. We believe being polite and courteous is important. Students should move around the school site in an orderly manner that supports a calm atmosphere and respects the health and safety of others. This means there should be no running inside the school building and students should not push or jostle other students if they are waiting in line. Any negative behaviour which puts the health and safety of students in jeopardy will be sanctioned under the school's consequence system.

At break and lunchtimes, students must also socialise and play in a safe and sensible way. Physical play is not acceptable – pushing, pulling, wrestling, etc. – because it can lead to students being injured. If students are playing sport, then physical contact must be minimal as students are wearing their school uniform and games are not formally refereed. All students must remain within the grounds of the school at all times during breaks and lunchtimes. Students who leave the premises without permission will be sanctioned under the school's consequence system.

Behaviour Outside of the 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 non-criminal, 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 a 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 Behaviour for Learning Policy and sanctions at the appropriate level of the policy can be imposed for such behaviour.

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. In addition, school staff should consider whether the misbehaviour might be linked to the child suffering, or being likely to suffer, significant harm. In this case, the school staff should follow the safeguarding policy.

Mobile Phones and other Digital Technology

The school allows students to bring mobile phones to school if our policy on mobile phone use is followed. 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.

Home contact and mobile phones

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.

During lessons and around the school, including on corridors, mobile phones should be 'Off & Away', out of sight and switched off. Headphones should not be worn around the school, including on corridors, and should not be apparent in lessons. If a student fails to keep their mobile phone switched off and out of sight in a lesson, it will be confiscated.

If a student fails to keep their mobile phone switched off and out of sight in the corridor, the member of staff will confiscate the mobile phone. Mobile phones confiscated on corridors and lessons will be held in reception until the end of the school day.

Students can pick up their mobile phone from the reception at the end of the school day. The same process applies with headphones worn in lessons or on a corridor. If any student refuses to comply with this process, the matter will be dealt with as open defiance and the student will face the appropriate sanction.

The school recognises that parents wish their children to possess mobile phones for safety and that students are keen to be able to bring mobile phones to the school. However, during the school day mobile phones should be switched off at all times.

The mobile phone policy covers all electronic devices including Bluetooth speakers this means music should not be played through external speakers. If the school believes mobile phones are having a negative impact upon lessons, then the privilege of bringing mobile phones into the school will be withdrawn.

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 without permission from a member of the Senior Leadership Team. Any student who records an image, audio recording or video without this permission must delete the file in the presence of a member of staff. Failure to do so may lead to the recording device being confiscated and the file deleted. 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 of staff members will result in a serious sanction being imposed.

Smoking

Kingsway school is a non-smoking site, and we recognise the huge health issues caused by students trying cigarettes or developing a smoking habit. We will seek to support students who do develop an addiction to cigarettes, but we will not tolerate smoking on the school's premises. This includes the use of e-cigarettes and vapes. If a student brings an e-cigarette 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. Students who persistently defy the school's anti-smoking policy will be sanctioned seriously and may face exclusion.

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

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.

Litter and 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.

Items that must not be brought into the school

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 will be dealt with seriously.

Trips & 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.

Child on Child Abuse

We recognise that children can abuse other children. We have a Zero tolerance approach to this. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) abuse within intimate partner relationships; bullying in all its forms, including online bullying, sexual violence and harassment, physical abuse of any kind that causes physical harm, consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery); upskirting, which typically involves taking a picture under a person's clothing without their permission and initiation/hazing type violence and rituals.

Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of child-on-child abuse (i.e., that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under this behaviour and anti-bullying policy, but our child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

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 year's 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 10 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 Academies 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 can not be located after 10 minutes, the following processes will be implemented.

- A phone call home will be made asking for Parent/Carer to support in the school.
- If a student cannot be located we may report them as missing to the local authorities, 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 pupil 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 discipline policy.

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
- Form tutor monitoring
- Pastoral Head of Year monitoring
- Middle Leader or Senior Leadership Team monitoring
- 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) – Senior Leadership Team
- Managed Transfers to other local secondary schools
- Off- Site Direction
- Trust Pastoral Intervention (TPI)
- Alternative school Pastoral Intervention (ASPI)
- Behaviour Support Programme
- Welfare Assistant
- Early Help Assessment (EHA)
- Team Around the Child (TAC)
- Key Adult assigned
- Restorative justice
- Mentoring
- school Action Plus
- Family support work
- school Age Plus
- Attendance and behaviour meetings

External Services

- Social worker
- Young Carers Referral
- Ethnic Diversity Services
- school Nurse
- CAMHS
- YOS- Youth Offending Service
- SBSS- Student Bursary Service
- Women's Aid
- Counselling Internal
- Educational Psychologist
- Mosaic/Eclipse
- Young People's worker
- SALT- Peec and Language Therapy
- Stockport without abuse

Any incident that leads to a detention will result in the classcharts consequence points. Detentions in themselves are a further consequence.

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 Classcharts logs in 1 week.
- A student creates persistent low-level disruption or passive learning over a 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 Classcharts data.
- Record outcomes of conversation on Classcharts. 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 Classcharts.
- Weekly contact and update with parents. Log on Classcharts 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 Classcharts or upload minutes to SIMS under Linked Docs.
- Please log on Classcharts 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 Classcharts 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) – Classcharts 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 Classcharts, 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) – Classcharts will evidence 8 weeks of interventions and parental involvement.

Wave 3: Head of Year/SENCO

- Continued completion of Classcharts, 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 Pupil 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) – Classcharts will evidence 12 weeks of interventions and parental involvement.

Wave 4: SLT

- Continued completion of Classcharts 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 Classcharts 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.

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 suspension

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

Students will be asked to provide a service to improve the school environment, this will be completed either at the students social time or after the school day. Community service duties can include duties such as litter picking, supporting the cleaning or site staff.

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

Suspensions/Exclusions

Fixed period Suspensions

Fixed period suspension 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. Suspensions/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

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
- Theft
- Damaging property
- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of ICT code of conduct
- Involvement with fire works
- 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
- 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 re-admitted back into the school. During this meeting if it is believed that the student will not succeed during that school day due to a negative attitude, the exclusion will be extended.

Permanent Exclusions

The Headteacher will usually 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.

Uniform

All students will attend in full school uniform:

- We operate a zero tolerance approach to incorrect uniform.
- Uniform will be checked by school leaders at the start of the day as students enter the school.
- Uniform will be checked at assemblies.
- Any student who arrives at school incorrectly dressed will be given the opportunity to borrow uniform so they are 'ready to learn'.
- If a student is unwilling to correct the issue with their uniform and it is a significant issue they will be escorted to our 'Ready to Learn' room.
- It is expected that students will wear their uniform correctly on the entire journey to and from school.
- We reserve the right to instruct a student to wear school trousers if they regularly wear their skirt at an inappropriate length.
- Students are not permitted to wear their coats inside the school building.. Coats should be carried whilst moving around the buildings. If a student wears their coat in the school building it will be confiscated until the end of the school day.

Please see the school's website for further details.

Behaviour incidents online

The way in which pupils 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, 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 pupil 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

Search and 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
- 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.

Smoking/Vaping

- 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 is 18

- In the first instance, students found smoking/vaping will receive an 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 suspension.
- 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 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 as listed in the sanction section.
- Parent/carers of repeat offenders will be invited into school and this may lead to a fixed term suspension.
- Students associating with smokers, when found smoking/vaping may also be sanctioned.

Drugs and illegal substances

For further information see Drugs and Drug testing

- (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, 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/carer feels they need advice, support or general information regarding drugs and illegal substances there are services readily available in our local community;

- **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. Tel: 020 7553 7640 www.adfam.org.uk
- **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 Tel: 020 390 8480. Email: contact@alcoholchange.org.uk
Website: www.alcoholchange.org.uk
- **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 Website: 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 Website: 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 Website: 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
Website: 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: Website: www.drugeducationforum.com/

Community Service

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 will receive community service. This may involve litter picking in the local community, cleaning graffiti or any other restorative practices that we feel appropriate.

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.

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 January 2016)

Reasonable adjustments to sanctions

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

Additional information

This policy applies to all school related activities including visits, residential and extra-curricular events. This also includes the journey to and from school. The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a member of staff or reported to the school. Other out of school incidents may be considered if the Headteacher believes that they will have a serious impact within the school.

Families should use this document in conjunction with

1. The Anti-bullying Policy
2. The Attendance Policy
3. The Learning and Teaching Policy
4. The Single Equality Scheme
5. The Classroom routines
6. The ICT policy

7. Safeguarding policy
8. The Home school Agreement
9. Acceptable Use Policy

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

KOAR agreement

In order to strengthen the tripartite partnership between school, students and parents/carers, all 3 parties sign the KOAR agreement on an annual basis as follows:

The core values of Opportunity, Achievement and Respect are central to our school ethos. We promote these values in partnership with our students and their parents.

In order to strengthen the tripartite partnership between school, students and parents/carers, all 3 parties sign the KOAR agreement on an annual basis as follows:

The core values of Opportunity, Achievement and Respect are central to our school ethos. We promote these values in partnership with our students and their parents.

1. As a student at The Kingsway School, I agree to show respect at all times and make the most of every opportunity to achieve by:

- attending school regularly and being on time for all lessons and activities
- being properly prepared for learning, with correct uniform, kit, equipment and homework
- taking responsibility and being fully accountable for my speech and behaviour and
- accepting the consequences of making poor behaviour choices
- having a positive attitude, aspiring to succeed and taking a pride in my achievements

2. As Parent(s) or Guardian(s) I/we agree to support my/our child at Kingsway by:

- ensuring that (s)he attends school regularly, on time, equipped and in full school uniform
- informing school on the first day of any absence
- avoiding taking my/our child out of school during term time
- informing the school of any concerns that might affect my/our child's learning or behaviour
- supporting the school's behaviour policies, including detentions and other sanctions
- attending review days, parents' evening and other discussions about my child's progress
- taking an active interest in my/our child's education and school life
- supporting my/our child in homework and other opportunities for home learning
- checking my/our child's planner and merit totals regularly and discussing any issues raised
- emphasising at home the importance of opportunity, achievement and respect

3. As The Kingsway School we will optimise opportunity, achievement and respect by:

- providing a safe and stimulating learning environment, within a culture of success and following Stockport's safeguarding procedures
- doing our utmost to ensure your child achieves his or her full potential as a valued member of our school community
- expecting positive, respectful attitudes and high standards of behaviour; rewarding students who meet these expectations and dealing consistently with any lapses, in line with school policies and procedures