

Behaviour for Learning Policy

North Kesteven Academy
2019-2020

Introduction Date: Summer Term 2019

To be Reviewed : Autumn Term 2020

1. Intent

The intent of the Behaviour for Learning Policy is to:

- Promote an outstanding Behaviour for Learning culture within the academy.
- Regulate the conduct of all of its students to ensure that they are able to achieve.

Please note: this policy also applies to student behaviour online.

1.2 Principles

The Behaviour for Learning Policy is based upon recommendations and guidance from The Department for Education (DfE), the most recent of which is entitled 'Behaviour and discipline in school' (September 2015). The guidance states that all staff have the statutory authority to discipline students for:

- misbehaviour when the pupil is:
 - taking part in any academy-organised or academy-related activity or
 - travelling to or from the academy or
 - wearing uniform or
 - in some other way identifiable as a pupil at the academy.
- or misbehaviour at any time, including any inappropriate online conduct, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the academy or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the academy.

The intent is that staff will follow certain key principles in order to promote positive relationships within their classrooms and throughout the Academy.

A first of these principles is that staff will follow a policy of 'Connect before Correct'. Seeking opportunities at all points during the school day to connect with the students about their day to day lives, building the relationships which will make the application of sanctions, should they be warranted, a part of the on-going dialogue between teachers and students.

Further to this, the academy expects that staff will follow the principle of PIP – Praise in Public and RIP – Reprimand in Private and that there will be a focus on restorative practice, ensuring that rebuilding conversations are used to resolve issues with behaviour.

2. Implementation

2.1 Roles and Responsibilities

The roles and responsibilities with regards to fulfilling our Behaviour for Learning intent are as follows:

Governing Body

The Governing Body reviews the implementation of the policy via Governors' meetings and monitoring visits to the academy.

Senior Leadership Team

The Senior Leadership Team monitors the implementation of the policy in the academy through daily classroom visits, analysis of behaviour data, analysis of student, staff and parent/carer surveys.

All Staff

All academy staff are responsible for ensuring that the Behaviour for Learning Policy is adhered to rigorously and consistently, at all times.

Parents/Carers

Upon their acceptance of a place for their child at North Kesteven Academy the academy expects Parents/Carers to fully support the academy's implementation of the Behaviour for Learning policy without exception.

Students

All students, without exception, must consistently endeavour to meet the expectations outlined within this policy.

2.2 NK Values and Expectations

The Academy's values and expectations are implemented in order to promote a positive culture and environment in which all students can learn.

Think Excellence

At North Kesteven Academy we encourage high ambition in a supportive and stimulating environment. By celebrating individuals' achievements, we enable everyone to be happy, responsible, respectful, creative and confident.

Implementation:

- Our mission is to instil a passion for lifelong learning and the courage to learn from mistakes.
- To develop Students who are ambassadors for the academy, positive role models in the community and who are high achievers progressing to the best universities and jobs.
- To have Staff for whom we are the employer of choice, providing a fulfilling place in which to work and an environment where their contribution is valued and their professional development is encouraged.
- To have Parents/Carers who know that North Kesteven Academy cares about the education and the individual needs of their children, and for whom the academy is the first choice to entrust the education of their children, working in partnership with the academy, to ensure their child fulfils their potential.
- To contribute to a Community for whom we are a partner of choice to improve experiences and outcomes for our students.

NK Values

The academy celebrates and rewards students (via the Praise Points (Epraise) rewards system) for:

NK CARES

- COMMUNITY – demonstrating care within our academy community and in our wider local community, showing teamwork.
- ASPIRATION – demonstrating commitment and readiness to challenge yourself in your studies and in the opportunities that you take.
- RESPECT – showing respect to all adults, students and the environment within the academy and to our local community.
- ENDEAVOUR – demonstrating engagement in all opportunities, taking educational risks through your studies and beyond and showing independence and resilience within and beyond the classroom.
- SAFE – demonstrating acts of kindness at all times so that everyone can learn in a safe environment.

Expectations

The Academy's expectations are divided into:

- Learning Expectations – these apply during lessons.
- Conduct Expectations – these apply whilst at the academy and on the way to and from the academy.

Students agree to...
<ol style="list-style-type: none">1. Arrive on time, calm and ready to learn.2. Enter the learning environment respectfully, placing equipment and planners on desks.3. Sit where requested.4. Ensure that mobile phones/earphones are never seen or heard.5. Actively listen, in silence, when others are speaking.6. Speak respectfully to others without shouting or swearing.7. Respond positively and appropriately to intervention.8. Learn from their mistakes to ensure that their attitude to learning always improves.9. Engage, not distract, striving to meet NK CARES.10. Consistently meet the Learning Expectations.

Conduct Expectations
Students agree to...
Follow all staff instruction first time.
Conduct themselves calmly and safely outside of lessons.
Meet all equipment, uniform and presentation expectations without fail.
Walk calmly around the site, walking on the right-hand side of corridors and staircases.
Respect and follow Restaurant/food & drink rules.
Respect site rules – no chewing gum, litter, graffiti, vandalism, stay within academy boundaries.
Use appropriate language at all times.
Demonstrate consideration and respect for others.
Ensure mobile phones and earphones are never seen or heard when at the academy.*

*The only exception to this rule is that Sixth Form students are permitted to have their mobile phones and earphones out within the Sixth Form Common Room only.

2.3 Promoting Outstanding Learning Behaviour

Implementation of the Respect for Learning System

In order to ensure students meet these expectations, embody these values and fulfil the academy's ethos/vision the academy operates the 'Respect for Learning' system (see Appendix A). The system aims to:

1. To eliminate disruptive behaviour, so that there is a culture of achievement, ambition and learning everywhere in the academy, and all learning time is maximised.
2. To provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour.
3. To encourage and enable students to take responsibility for their own actions and learning.
4. To enable teachers to deliver engaging and creative lessons, experiment and take risks, with excellent behaviour for learning from all students.

The expectations of 'Respect for Learning' are shared with all students and parents and carers. Visible displays outlining expectations are referenced around the academy and staff receive regular training in engaging students in their learning and in ensuring that rules are applied fairly and consistently.

The principles behind 'Respect for Learning' form the basis for the Home-Academy agreement, which is signed by students and their parents when they join the academy; these principles are also re-visited following an exclusion from the academy, during a reintegration meeting.

The academy will also consider whether a particular student's behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, academy staff will follow the academy's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the academy will consider whether a multi-agency assessment or other additional support is necessary.

2.4 Searching & Confiscation

The Department of Education states that Staff have, within their general power to discipline students, the right to confiscate items. Students at North Kesteven Academy who fail to follow instructions regarding inappropriate items will have those items confiscated and retained at the general office. Such items include:

- Inappropriate items which are not part of the academy's uniform, including jewellery.
- Items that affect/interrupt teaching and learning such as mobile phones, earphones and digital media players.
- Banned items such as smoking paraphernalia, alcohol, substances known as "legal highs", illegal drugs, weapons. Possession of these types of items may result in a Fixed Term or even Permanent Exclusion.

Confiscated items that are not banned will be kept in a secure place and can be collected from the General Office from 3.15pm onwards, provided that the student has not refused to hand over the item or has not had items confiscated on several occasions. In instances where the student has refused to hand an item over or had items confiscated on more than one occasion, the academy may choose to return the item to parents/carers at a later date.

Department of Education guidelines state that the Headteacher & designated staff can search a pupil for any item if the pupil agrees. However the statutory power is extended to search students or their possessions, without consent, where the academy has reasonable grounds for suspecting that the student is in possession of a prohibited item such as:

- 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

2.5 Support Systems for Students

Pastoral Structure Overview

Each year group is led by a Head of Year who has strategic oversight of student progress and is supported by a member of the Pastoral Team in dealing with pastoral and behavioural issues. A member of the Senior Leadership Team is attached to each year group. In addition, Personal Tutors provide day-to-day monitoring and support for students. The NK Culture Ladder (see Appendix) defines how student behaviours are rewarded and challenged at different levels.

Personal Tutors

Personal Tutors are the experts on their tutees and are the first port of call for parents / carers and class teachers. In order to support the whole school principle of 'Connect before Correct', they will create a SIMs marksheet consisting of information on their tutees related to their outside school interests, skills and strengths which can be accessed by their class teachers.

Personal Tutors are responsible for monitoring a group of students on a daily basis in terms of:

- Communication
- Attendance
- Punctuality
- Uniform
- Behaviour
- Rewards
- Progress

This monitoring supports both the class teacher and the student. This support is delivered in a number of ways but includes daily monitoring of the Learning Diary along with any further information added to or referred to within SIMs and Go4Schools.

If a Tutor has received comments from one subject area then there may be further discussion with the class teacher and / or Head of Department. If there are concerns raised from a number of subject areas then this may involve discussion with the relevant Head of Year, Pastoral Mentor other appropriate staff.

Pastoral Manager and Mentors

The Pastoral Manager and Mentors' prime function is to support students in lessons ensuring that there is an awareness of barriers to learning and that the relevant staff are aware of the strategies required to combat these barriers. These students will have been identified through formative and summative assessment, discussions with class teachers and parents to discuss reasons for underachievement.

They will work with the Head of Year to ensure all students achieve and succeed and consequently play a part in the academy's Behaviour Management Strategies, including but not limited to:

- Instigating conversations with students
- Contacting home
- Meeting Parents
- Monitoring Learning Diaries
- Referring students for further support
- Monitoring behaviour
- Monitoring rewards
- Liaising with relevant Outside Agencies

Heads of Year

Heads of Year (HoYs) engage in constant dialogue with students, personal tutors, class teachers, Heads of Department, SENDCo, Pastoral Mentors and parents/carers in order to motivate students and help them to overcome any barriers to learning and progress. This will extend further, to other staff, for those students who need specific input, intervention/support in order to make the required progress. This may involve:

Conversations with students

- Contact with home
- Meetings with Parents
- Monitoring Learning Diaries
- Discussion at year meetings and identifying appropriate strategies to meet identified needs
- Monitoring of student behaviour
- Monitoring rewards
- Liaison with Outside Agencies

The following are the types of further interventions that may be implemented depending upon the circumstance and need. These might include:

- Internal intervention packages;
- Formal monitoring on an Attitude to Learning sticker;
- Proposal for Reduced Timetable;
- Discussion with Assistant Head (Culture) re: Referral/Involvement of an outside agency as appropriate e.g.
 - o Specialist behaviour consultants (Need Bright Solutions and BOSS team)
 - o Pupil Reintegration Team
 - o Careers Advisor (in school)
 - o Health Services
 - o Children's/Social Services
 - o Police
 - o CAMHS
 - o Out of School Team (ASD)
 - o Specific SEN support specialists

2.6 Support Systems for Parents/Carers

It is ultimately the responsibility of parents/carers to ensure that their child's attendance, standard of dress and behaviour is of the highest standards.

However, North Kesteven Academy will aim to work in partnership with parents / carers in order to support them in this task. We will in particular:

- Encourage an open dialogue with parents/carers

- If the academy has received no contact from parents/carers regarding a student's non-attendance, the academy will attempt to make contact on the same day
- Contact parents if there appears to be a pattern developing of poor behaviour or if there are ongoing concerns
- Facilitate the support of other agencies if required

There are also a number of opportunities for parents to come into the academy for positive reasons. The opportunities currently include events such as:

- Tutor/Parent Meetings
- Parent Consultation Evening
- Parental Engagement Evenings
- Academy Concerts & Performances

2.7 Reward & Recognition

On a lesson by lesson basis, the impact of positive behaviours can be shown through rewards from class teachers and acknowledgement by Senior Staff on Walkabout.

The academy utilises a whole academy reward and recognition system known as EPraise. This is an award-winning piece of software allowing staff to reward and recognise positive learning behaviour for all students right up to Year 13. Staff reward students when they demonstrate, to a high standard, any of the five NK Values of Community, Aspiration, Respect, Endeavour and Safe within their learning or around the academy.

Each reward is worth 5 points and staff need to, on average, reward between 2 and 5 students per lesson (based upon a class of 25 students). There will be explicit reference made by class teachers to points being awarded throughout the lesson and either a visual representation of these awards in the classroom or the class teacher will issue these points verbally before the students leave the classroom. Students may then spend these points within the online shop or choose to donate their points to an academy-supported charity. Both parents and students receive logins in order to monitor their ongoing progress, purchase items from the online shop and/or donate to an academy-supported charity.

As students gain points they will also accumulate 'Milestones'. The six milestones are:

- Bronze (200 points)
- Silver (400 points)
- Gold (600 points)
- Platinum (800 points)
- Amethyst (1000 points)
- Emerald (1200 points)

In addition to all of this, at the end of term, Celebration Assemblies are held for each college. During this assembly there are awards, (which come with additional Praise Points (EPraise) points) for:

- 100% attendance (25 points)
- Head Teacher Award (50 points) – 2 per year group
- Head of Year Award (45 points) – 2 per year group
- Tutee of the Term Award (25 points) – 1 per tutor group

At other points during the academic year students are also rewarded, via EPraise, for outstanding extra-curricular contributions. At the end of each academic year all student profiles are reset, offering every student the opportunity for a 'fresh start' for the following academic year.

3. Impact

3.1 QA of the Behaviour for Learning Policy

The Behaviour for Learning Policy will be quality assured through:

- Tutors to monitor teacher notes in students' diaries and discuss students causing concern across subjects with their Head of Year
- daily monitoring of removal emails by Heads of Department and Heads of Year, overseen by the Assistant Head for Behaviour.
- Weekly reports for IER attendance prepared by IER Manager for Head and Assistant Head
- Repeat IER attendance to be discussed at fortnightly Year Achievement Meetings
- Staff completing Incident Report Forms will be required to communicate lesson incidents with their Head of Department before submission
- Monitoring of Incident Report Forms by Heads of Year and the Assistant Head.
- Exclusion tracker updated and monitored regarding appropriate support and intervention
- Fortnightly scrutiny of staff awarding at least 50% of their Praise Point allocation
- A visual representation of Praise Points being awarded in every lesson / classroom

3.2 Measuring impact

The impact Behaviour for Learning Policy will be measured through:]

- An increase in the number of Praise Points awarded
- An increase in the number of (Epraise) Achievements awarded
- A reduction in the number of confiscations
- A reduction in the number of Conduct Detentions
- A reduction in the number of room removals
- A reduction in the number of IER sessions
- A reduction in the number of fixed term exclusions
- Discussion of improvements for individuals at Year Achievement Meetings

Links to other policies

The Behaviour for Learning policy is intrinsically linked with a wide range of other policies. These policies are:

- Attendance policy
- Bullying and Conflict Resolution policy
- Drugs policy
- First Aid policy
- Lost Property and Theft policy
- Equality policy
- Restraints policy
- Safeguarding policy

APPENDIX A - Implementation

Respect for Learning

'Respect for Learning' is a whole academy Behaviour for Learning system which covers all aspects of academy life. All sanctions are given through a centralised system and are monitored by the Heads of Year, Pastoral Mentors and the designated member of the Senior Leadership Team.

The aims of Respect for Learning are:

1. To eliminate disruptive behaviour, so that there is a culture of achievement, ambition and learning everywhere in the academy, and all learning time is maximised.
2. To provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour.
3. To encourage and enable students to take responsibility for their own actions and learning.
4. To enable teachers to deliver engaging and creative lessons, experiment and take risks, with excellent behaviour for learning from all students.

Respect for Learning is a whole academy system which relies on all staff using it in a fair and consistent manner. No other sanctions for behaviour can be used.¹

All staff will follow the principles of 'Connect before Correct' and RIP (Reprimand in Private) and PIP (Praise in Public).

Members of staff may still set personal detentions for non-behavioural issues but whole academy sanctions always take priority. Examples of detentions that teachers may set include:

- failure to complete homework,
- failure to complete classwork,
- failure to complete homework or classwork to the required standard.

Respect for Learning is divided into four main areas:

- Learning Expectations
- Conduct Expectations
- Repeat Behaviours
- Serious Incidents

¹ In keeping with the requirements of the Equality Act 2010 the academy will make reasonable adjustments for specific students with identified SEN needs as decided by the SENDCO.

Learning Expectations

The Learning Expectations apply during lessons.

Students agree to...

1. Arrive on time, calm and ready to learn.
2. Enter the learning environment respectfully, placing equipment and planners on desks.
3. Sit where requested.
4. Ensure that mobile phones/earphones are never seen or heard.
5. Actively listen, in silence, when others are speaking.
6. Speak respectfully to others without shouting or swearing.
7. Respond positively and appropriately to intervention.
8. Learn from their mistakes to ensure that their attitude to learning always improves.
9. Engage, not distract, striving to meet the NK CARES.
10. Consistently meet the Learning Expectations.

Failure to meet Learning Expectations

If a student does not meet the expectations during a lesson, an adult will use the following steps:

1. **Warn** – verbal warning from the adult. Refocus - “I need you to...”. Ignore initial low-level secondary behaviours (30 seconds). Take diary.
2. **Move** – student is moved to encourage ‘fresh start’ and another opportunity to refocus. Ignore initial low-level secondary behaviours (30 seconds). Note in diary. For some practical subjects and classrooms in which moving a student is difficult, a second warning can be substituted here. It would also be appropriate to have a conversation with the student outside of the classroom, therefore allowing take up time and an opportunity for a mini-rebuilding conversation. On return to the classroom, the student will take up their new seating location or will be aware that they have had a second warning.
3. **Remove** – student is sent to Head of Dept./agreed Dept. isolation room. The student should leave their bag in the room from which they are being removed and should be issued with work to complete in the isolation room. If the student continues working acceptably then the Head of Department and Teacher will agree a sanction/actions for this (up to 30 minute teacher detention) and the student will be expected to return to their original teacher prior to the end of the lesson. An extra note is added in their diary. Should a student not attend their teacher detention they would be referred to a Head of Department detention and should they not attend this they would be referred for an after school conduct detention.
4. **Internal Exclusion** – after one warning if behaviour continues, student must take themselves to internal exclusion for equivalent of 1 school day and an hour’s detention from 3.15pm until 4.15pm on the same day and parents/carers will be contacted. If a student does not arrive within 5 minutes or fails to meet the expectations of Internal Exclusion then they will receive a 1 day Fixed Term Exclusion. Any staff that have had to remove a student or directly refer them to the Internal Exclusion Room will take part in a Rebuilding Conversation with that student between 3.15pm and 4.15pm that day.

In rare instances where there is a safeguarding concern (e.g. student’s state of mind is of particular concern) then an additional member of staff will be requested to come and support.

Conduct Expectations

The Conduct Expectations apply whilst at the academy and on the way to and from the academy.

Students agree to...
Follow all staff instruction first time.
Conduct themselves calmly and safely outside of lessons.
Meet all equipment, uniform and presentation expectations without fail.
Walk calmly around the site, walking on the right-hand side of corridors and staircases.
Respect and follow Restaurant/food & drink rules.
Respect site rules – no chewing gum, litter, graffiti, vandalism, stay within academy boundaries.
Use appropriate language at all times.
Demonstrate consideration and respect for others.
Ensure mobile phones and earphones are never seen or heard when at the academy.*

*The only exception to this rule is that Sixth Form students are permitted to have their mobile phones and earphones out within the Sixth Form Common Room only.

Failure to meet Conduct Expectations

- All students must carry their diary with them. Failure to do so = 30min. lunchtime conduct detention.

- If a student fails to meet a Conduct Expectation then a member of staff will record this in the conduct section of their diary. 3 marks = 30 minute lunchtime Conduct Detention for the following day in R14. If issuing the third conduct mark in a term, the member of staff will add the student's name to the conduct detention list in Reception. The following will be used by staff to record inappropriate conduct:
 - Unsafe/inappropriate conduct (COND)
 - Inappropriate language (LANG)
 - Lack of respect towards others (DISR)
 - Disregarding site rules (SITE)
 - Lack of diary/equipment (EQUIP) – maximum of 1 per day for same item.
 - Uniform/presentation issues (UNI) – may also be applied in lessons.
 - Mobile/Earphones visible or heard (MOB) – may also be applied in lessons. Item must be handed over.
 - LATE

- If a student fails to serve this detention, they will sit an after-school detention between 3.15pm and 4.15pm on a Friday. Failure to attend this after-school detention would result in a day in the Internal Exclusion Room for the equivalent of one school day plus an hour.

NK Culture Ladder

Communication with parents is expected at each stage	<p>Teacher:</p> <ul style="list-style-type: none"> • Engage positively with students • First contact with home regarding lesson concerns • Liaise with tutor regarding on-going concerns • Warn & take diary • Move & write in diary • Remove to HOD & amend note in diary • Student leaves bag in classroom and returns at end of lesson for restorative talk & sanction. • 2 removals results in a phone call 	<p>Teacher:</p> <ul style="list-style-type: none"> • Verbal praise • Stickers • Written praise • Phone call/email/postcard home • Praise Points
	<p>Tutor:</p> <ul style="list-style-type: none"> • First point of contact with home regarding pastoral concerns • Actively support students with organisation and homework issues • Monitor the diary for behaviour issues • Liaise with teachers for subject specific issues • Liaise with HoY to discuss strategies and next steps. 	<p>Tutor:</p> <ul style="list-style-type: none"> • Learning Journey Achievements • Tutor Awards • Praise Points • Monitoring & mentoring of identified students (Stage 1) • Positive comments in diary preferably in green • Positive comments to HoY
	<p>HOD:</p> <ul style="list-style-type: none"> • Receives students removed. • Supports teacher in restorative talk. • Discusses strategies and next steps with teacher. • Ongoing issues – liaises with HoY for support. • Supports in an emergency situation 	<p>HOD:</p> <ul style="list-style-type: none"> • Department postcard/phone call/email home • Department accolade via Praise Points.
	<p>HoY:</p> <ul style="list-style-type: none"> • Looks for positives within the classrooms. • Oversees conduct & issues sanctions for conduct. • Monitors room removals & IER. • Discusses strategies and next steps with HODs & teachers. • Leads reintegration • Supports in an emergency situation. 	<p>HoY:</p> <ul style="list-style-type: none"> • Phone call/email/postcard home/certificates • Monitoring & mentoring of identified students (Stage 2) • Praise Points • Attendance awards • HoY award
	<p>SLT Lead:</p> <ul style="list-style-type: none"> • Looks for positives within the classrooms. • Monitors culture through discussion with HoY and HOD. • Discusses strategies and next steps with HoYs and HODs. • Supports and ratifies decisions on FTE / IER • Supports reintegrations where appropriate 	<p>SLT Lead:</p> <ul style="list-style-type: none"> • Phone call/email/postcard / letter home • Praise Points • Monitoring & mentoring of identified students (Stage 3)

Out-of-Lesson Defiance

If a member of staff asks a student to do something, they must do it. If they do not immediately do what has been asked, the member of staff may say: 'This is a reasonable request. You need to make a choice – either you X or you will receive SANCTION.'

If a student refuses, or walks away, they will be sent straight to Internal Exclusion for the equivalent of one school day plus an hour.

Mobile phones and Inappropriate/Banned Items

Students must hand over to a member of staff any phone that is seen or heard when at the academy (including all non-lesson time such as break time, lunchtime and when moving between lessons), any jewellery that is not allowed or any inappropriate or banned item. The item(s) will be confiscated until the end of the school day and the student may collect it from the General Office at the end of the day. If a student has items confiscated three times in a term, an alternative arrangement will be made. If the item is a mobile phone, they will need to hand their mobile phone in to the General Office at the start of each day for a one week period. On-going issues with confiscated items may require a parent / carers-only collection arrangement.

If a student refuses to hand the item over, they will be sent to the Internal Exclusion Room for the equivalent of one school day. Should a student refuse to hand over the item when in the Internal Exclusion Room then they will receive a 1 day Fixed Term Exclusion.

Uniform

All students must be in the correct uniform (see Appendix B), unless carrying a blue pass issued by their Head of Year or a Pastoral Mentor; passes are only issued for medical reasons or if a student has lost or broken the article in the previous 24 hours. If a student arrives without the correct uniform, they will be sent home or placed in Internal Exclusion until a parent or carer brings in the correct article of uniform.

Uniform Sanction Guidelines	
Student wearing removable non-school uniform item (e.g. scarf worn without coat, hoodie, jewellery, leather jacket, hat)	Conduct mark given in diary + student removes item. The item is confiscated until 3.15pm. If item has been confiscated more than once then the academy may choose to return to parents only at a later date/time.
Student wearing uniform/presented incorrectly (e.g. untucked shirt, top button undone, skirt too high, excessive make-up, coloured nail varnish)	Conduct mark given in diary. Correction must be made.
Student wearing non-removable non-school uniform item (e.g. jeans, inadequate skirt/trousers)	Parent <u>must</u> phone the academy between 8.00am and 8.45am to clarify the issue on the same day and the issue must be resolved within 48 hours. Student to then report to Head of Year /Pastoral Mentor to collect Uniform Pass. Otherwise: Conduct mark given in diary & Internally Excluded until item can be replaced/sent home to change.
1 missing item of PE/Dance kit	Conduct mark given.
No PE/Dance kit	Automatic Conduct detention.

Repeat Behaviours

We expect students to learn from their mistakes and for their behaviour to improve over time. The following sanctions are in place for students that do not follow the rules on several occasions:

- Third Conduct Detention during a term – one day of Internal Exclusion (including 3.15pm – 4.15pm detention).
- Three room removals in a term – one day of Internal Exclusion (including 3.15pm – 4.15pm detention).
- Third Internal Exclusion during equivalent of a term – 1 day Fixed Term Exclusion.

On-going Concerns

For the majority of our students, Warn-Move-Remove allows them to reflect and modify their behaviour in order to focus on their learning. Some of our students may be an on-going concern in one or more subject areas. In the first instance, a class teacher should liaise with a form tutor in order to discuss these concerns and strategies for moving the situation forward. If these concerns continue, a class teacher would raise the concern with their Head of Department. This may be in the form of an escalation from a class teacher's detention to a Head of Department's detention either at lunchtime or after school. If there is a repeat of input required from a Head of Department, then the Head of Department would discuss the student with the relevant Head of Year to determine if the issue is only in their subject area. Strategies would be discussed and monitoring put in place accordingly. If the student is causing concern across a range of departments, the Head of Year will create a Pastoral Support Plan. All students on Pastoral Support Plans will be discussed at the Year Achievement Meeting on a fortnightly basis to determine next steps and outside agency involvement.

Serious Incidents

These are incidents which warrant a parental meeting, Internal Exclusion, warning of fixed-term exclusion, fixed term exclusion, a governors' warning, or permanent exclusion and may result in any damage costs being recuperated from the parent of the student.

(NB – references to the consequences have been removed from the policy.)

<p>1. Out-of-Lesson Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)</p>	<p>Students should be asked explicitly, "This is a reasonable request. You need to make a choice – either you X or you will receive SANCTION."</p> <p>There must be no negotiation. If a student does not immediately comply with your request, he or she should be sent straight to Internal Exclusion. You must complete the "Incident Report Form" email on the desktop.</p>
<p>2. Verbal or Physical abuse of staff.</p>	<p>This may include:</p> <ul style="list-style-type: none"> • Pushing past staff • Swearing at staff • Rudeness and name calling
<p>3. Exam misconduct</p>	<p>This is if a student does not adhere to exam regulations in an external or internal exam</p>
<p>4. Truancy or wandering for 10 minutes or more during a lesson.</p>	<p>Students may only be out of lessons with the written permission of a member of staff. If a student breaks this rule and is out for more than 10 minutes of a lesson.</p>
<p>5. Violent or dangerous behaviour</p>	<p>This may include:</p> <ul style="list-style-type: none"> • Fighting • Threatening behaviour
<p>6. Possession or use of alcohol or drugs</p>	<p>This is against the law, and may result in permanent exclusion.</p> <p>Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned</p>
<p>7. Possession or bringing a weapon or dangerous item on to the academy site</p>	<p>This is against the law and is extremely dangerous.</p>
<p>8. Malicious setting off of the fire alarm</p>	<p>This is against the law, causes significant disruption to the whole academy.</p>
<p>9. Deliberate damage to or theft of property</p>	<p>This may include:</p> <ul style="list-style-type: none"> • Deliberate vandalism of lockers, display boards, doors and windows. • Deliberate vandalism to the academy toilets
<p>10. Smoking</p>	<p>Smoking is not permitted anywhere on the academy site.</p>
<p>11. Bullying or prejudicial language directed at another person</p>	<p>This may include:</p> <ul style="list-style-type: none"> • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites.

Fixed Term Exclusion (FTE)

The academy will, as a final sanction to address misbehaviour, impose Fixed Term Exclusion on those occasions when the behaviour cannot be remedied by any other sanction. This sanction may be used not only as a sanction for Serious Incidents but also in instances of persistent disruptive behaviour where a student is repeatedly refusing to meet the academy's Learning and/or Conduct Expectations.

If a Head of Year considers that a Serious Incident or persistent disruptive behaviour warrants a Fixed Term Exclusion, this will be discussed with the Assistant Head for Behaviour and the number of days determined by previous behaviours and a tariff applied according to previous instances of similar behaviour.

Parents will be informed of an FTE as soon as possible usually via telephone and a letter confirming the FTE will follow. Parents, by law, must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion.

Parent/carers will be required to attend a reintegration meeting, prior to the student returning to the academy and to normal lessons. The student may not return to their timetabled lessons until a successful reintegration meeting has taken place. Should a student re-offend they will be liable for further periods of exclusion or one that is permanent.

Permanent Exclusion

A permanent exclusion will be considered by the Headteacher, if a student:

Presents an unmanageable risk to the health & safety of any member of the academy community
Persistently undermines the ethos of the academy

However there may be also be an occasion where the Headteacher decides to exclude a student permanently for a first or one-off offence. This might be:

- Sexual abuse
- Carrying an offensive weapon
- Supplying an illegal drug
- Serious threatened or actual violence against another student or member of staff
- Or any other incident which brings the high standards / good name of the academy into disrepute or presents an unmanageable risk.

Internal Exclusion Expectations

If a student is placed in Internal Exclusion this would usually be for the equivalent of one school day plus one hour after school (3.15pm to 4.15pm). However, on some occasions a student may be placed in Internal Exclusion for shorter or longer than this. The equivalent of one school day means:

- 5 x 1 hour lessons
- Break
- Lunch
- 3.15pm – 4.15pm – during this time the student will be expected to complete a Rebuilding Conversation.

A rebuilding conversation will need to happen before the student is taught by the member of staff with whom there has been an issue. If this cannot be between 3:15 and 4:15pm on the day that the student spends in the Internal Exclusion Room (IER) it will be arranged with the teacher by the IER Manager. The parent of the student will be informed that they have been placed in internal exclusion.

The Rules of the Internal Exclusion Room are as follows:

- Students must complete all work in silence, in exam conditions at all times as well as being fully compliant with the requests of any member of staff.
- Students will hand over any form of phone or any other device deemed to be a method of communication by a staff member as per exam regulations.
- Students must complete all work to the highest possible standard.

The Internal Exclusion Room has the same rules as in an examination, with one important exception:

- You are allowed to ask for help by raising your hand and waiting in silence for staff attention. All other Students must continue working.
- If you choose not to follow this expectation this is what happens:
 - You will receive a warning.
 - If you continue to fail to meet the expectation after a period of take up time which may include a few minutes outside of the IER, you will receive a second warning.
 - If the issues continue, a member of staff will phone home to alert your parent or carer that you have been issued with warnings and are at risk of a Fixed Term Exclusion should you not comply
 - If there is a third incidence, a senior member of staff will be called and either remove you from the IER or give you a final warning
 - Should you still not comply, you may receive a fixed term exclusion of one day

Break and lunch times in the Internal Exclusion Room At these times, all the rules still apply, except that:

- Students may eat and drink at their desks.
- Students may read a book or magazine, or do other silent personal activities, such as a Sudoku.
- Students may choose not to work, and will not get a warning for putting their head on the desk.

Lunch time will start at 12:00. Students will be escorted to the restaurant to purchase food and will be able to talk with each other, albeit quietly and sensibly. Once back in IER, no later than 12:20pm, all conversations must cease. Lunch time will end at 12:40pm.

Toilet Breaks

In order to have a toilet break students must obtain a pass from the member of staff in charge of the Internal Exclusion Room.

Students are not allowed to go during break (11:05am – 11:25am) or lunch (12:25pm – 1:10pm) unless it is a medical emergency and then the student will be accompanied.

Rebuilding Conversations

Students will complete reflection work whilst in Internal Exclusion. This gives them the opportunity to reflect upon their behaviour so that they can rebuild relationships with others successfully. Any teacher / Head of Department/Key Stage Coordinator who have had to remove or directly refer the student to the Internal Exclusion Room will meet with the student to complete a Rebuilding Conversation between 3.15pm and 4.15pm.

Should the student not reflect or rebuild to an appropriate standard then their period of Internal Exclusion may be extended or they may receive a one day Fixed Term Exclusion.

APPENDIX C

Uniform, Equipment & Learning Diary Guidelines

School uniform at North Kesteven is for those students in Years 7-11 and is an expectation that will be enforced by all staff. Sixth Formers are expected to abide by North Hykeham Joint Sixth Form Dress Code. Parents / Carers are responsible for their child's standard of dress and the School expects them to ensure that this is maintained to the highest standards at all times by their acceptance of a place for their child at North Kesteven Academy and as outlined in the Home / School Agreement in the Student Diary.

Students in Years 7-11 are required to wear the appropriate uniform at all times when attending school, representing the academy including their journey to and from school or when participating in school-organised events outside normal school hours:

Compulsory:

- A single style of Academy black skirt. This will be a loose fitting pleated skirt and from September 2018 this will be the ONLY skirt acceptable. The length of the skirt must be appropriate for school wear, as determined by the Academy. The skirt will be available in three lengths to accommodate differences in height. The cost of this skirt at Uniform Direct in Lincoln is £13. A full range of sizes will be available to ensure that there is a skirt to fit every student.
- Black, plain, formal, full-length trousers which should be loose fitting and not made of stretch material.
- Black formal lace-up or formal slip-on or formal Velcro leather-style shoes. Socks (plain black or white only) or tights (black or natural).
- A plain white formal shirt with short or long sleeves. The shirt must be fully buttoned and tucked in at all times.
- North Kesteven Academy tie with house logo – worn so that there is no gap between the bottom of the tie and trouser/skirt waistband.
- North Kesteven Academy blazer.

Optional: A black or navy blue outdoor coat, with no writing, logos or additional adornment, which will keep students warm and dry without the need for items such as “hoodies” underneath.

(Please note: If a student is wearing an outdoor coat they must be wearing their blazer in addition.)

The following items are not allowed to be worn on the school site: Any visible items of clothing except those listed above:-

- Patterned or casual-style/informal white shirts

- Shorts, leggings, tight fitting trousers, denim, tracksuit bottoms, jeans-style, combat-style or cargo-style trousers, chinos or corduroys.
- Trainers, canvas shoes, trainer-style Velcro fastening shoes
- Leather jackets, hoodies, zipped tops, tracksuit tops, non-school uniform sweatshirts

In addition:

- Jewellery – a watch and one plain stud in the lower lobe of each ear for pierced ears are the only items allowed. No other piercing, including top of ear, nose, eyebrow or tongue is permitted. Ear ‘stretchers’ ‘spacers’ or ‘tunnels’ are also not permitted.

(Please note: we would require any unauthorised piercings to be removed and that it is not permissible to cover these up or wear a clear ‘spacer’ in place of the piercing.)

Excessive make-up is not allowed in Years 7-11; nor is coloured nail varnish, gels, shellac, acrylics or false nails of any kind.

Hair longer than collar length must be tied back in lessons where it will create a health & safety risk.

All items of uniform and property should be clearly marked with name and tutor group.

Extremes of fashion or hairstyle are not permitted (e.g. unnatural hair colours) and staff may have to give individual students guidance on occasions. Failure to resolve some extremes immediately may result in immediate parental involvement or students working in other designated spaces in order to allow time for such issues to be resolved.

The academy reserves the right to send students home to change, with parental permission, if they are not in the correct clothes and to confiscate items of inappropriate clothing. If parental permission is not granted then students will be internally isolated until the matter can be resolved.

The academy’s decision is final regarding whether or not a student’s uniform/presentation is deemed acceptable.

An infringement of the uniform code that can be corrected will result on a mark in the Conduct section in the student’s Learning Diary. Three marks will result in a Conduct detention at lunchtime.

Other additional equipment required:

- Bags: must be of the kind that will keep books dry, keep pamphlets and exercise books flat and in good condition. Rucksack style bags are recommended.
- A fully equipped pencil case including pens, pencils and a scientific calculator.
- Physical Education & Dance Kit - Physical Education is compulsory for all students throughout the academy. All students are expected to maintain high standards, especially in terms of attitude to learning, kit and personal hygiene.

Girls - PE

- A North Kesteven Academy grey PE T-Shirt
- North Kesteven Academy grey shorts or plain black sports leggings with no logos

- Trainers
- Dark coloured one piece swimming costume and hat

Girls - Dance

- Blue/Black tracksuit bottoms & White T-shirt Optional/Recommended
- A North Kesteven Academy grey half-zip sweatshirt; black tracksuit bottoms or plain black sports leggings with no logos, swimming goggles, shin pads, gumshield

Boys – PE

- A North Kesteven Academy grey PE T-Shirt
- North Kesteven Academy grey shorts
- Trainers suitable for sports – no ‘leisure’ trainers
- Studded football boots
- Swimming trunks/shorts, (no Bermuda shorts)
- Towel
- Swimming hat for those with hair longer than the eyebrows.

Boys - Dance

- Blue/Black Tracksuit Bottoms & White T-Shirt

Optional/Recommended

- A North Kesteven Academy grey half-zip sweatshirt; Black Tracksuit Bottoms, Swimming goggles, Shin Pads, Gumshield

A student needing to be excused from a PE lesson must have the appropriate note in the Learning Diary from his/her parents explaining the request. Long term exclusion will require a Doctor's certificate explaining specific reasons why the student cannot participate in PE.

Equipment & Learning Diaries

All students are issued with a Learning Diary at the beginning of the academic year. The academy regards the Diary as an essential piece of basic equipment for all students and must be kept in good order and brought to the academy every day. This enables students to take responsibility for their own learning beyond the classroom by having a means to record any work set.

It also incorporates other, fundamental information regarding:

- North Kesteven CARES
- Home-Academy Agreement
- Uniform
- Behaviour Expectations

The Learning Diary is also an essential mechanism for communication between home and the academy. Staff will use the Diary to record any concerns or positive achievements in lessons whilst Personal Tutors will monitor diaries on a daily basis and Parents/Carers are also expected to monitor their child's Diary and sign it on a weekly basis.

Students must also carry the following basic equipment with them at all times:

- Pens (at least one spare)
- Pencil

- Eraser
- Ruler
- Calculator
- Exercise book (where applicable)

Students who fail to have correct equipment or their diary, or have not used their diary appropriately, will receive a conduct mark in their diary (maximum of one per day per issue). Should a Diary be lost or damaged, students must replace it at a cost of £5.00.

APPENDIX D

Failure to meet Learning Expectations	
In Lesson	Admin./Background Processes
Pre	Non-verbal & correction
1	Warn Take diary
2	Move Note in diary Tutor to monitor these – liaise with HoY if high number of concerns.
3	Remove* Extra note in diary, sent to isolation & send behaviour email. Administrators / IER Manager to log 'Non-Compliance/Disruptive Behaviour/Insufficient Work' event on SIMs
*Student fails to leave? Explain: "You can either choose to go to isolation in X or I will have to request for a staff member to come to internally exclude you for 1 day plus an hour after school. The choice is yours." If student refuses then email or send a student to reception to Internally Exclude student.	
Dept Isolation**	Admin./Background Processes
4	Arrival Send behaviour email to confirm arrival.
5	Warn Clarify 'choose to work or I.E.R.'
6	Send to I.E.R*** Note in diary & send behaviour email —
Student completes this successfully? Teacher and HOD agree sanction (up to maximum 30 minute department detention) and update 'Non-Compliance/Disruptive Behaviour/Insufficient Work' event. *Student fails to leave? Explain: "You can either choose to go to the Internal Exclusion Room or I will have to request for a staff member to come to internally exclude you for 1 day plus an hour after school. The choice is yours." If student refuses then email or send a student to Reception to request support.	
Internal Exclusion	
7	Arrival Phone call home made, add to I.E. log & log 'Internal Exclusion' on SIMS.
8	Warn Note on I.E. log
9	Warn 2 Phone call home to warn: 1 more = 1 day FTE, note on I.E. log.
10	External Exclusion – 1 day Phone home, pastoral staff to transfer student to reception & I.E.R. staff email HOY, tutor and Attendance Manager.

APPENDIX D

Failure to meet Conduct Expectations		
Conduct Detention Stages		Admin./Background Processes
1	Conduct Mark 1 Teacher initials, issue code, date. No further action.	
2	Conduct Mark 2 As above.	
3	Conduct Mark Card 3 Teacher initials, issue code, date & cross through all 3 marks, then add the student's name to the Conduct Detention list in Reception.	Pastoral Mentors log 'Conduct Detention' on SIMS with reasons.
4	Conduct Detention Daily, lunchtime, R14, run by HOYs. Tutors & teachers remind flagged students.	Administrator flags students, email out lists, texts sent, transfer non-attenders to 'After School Conduct Detention'.
5	After-School Detention Fri, 3.15pm – 4.15pm, run by SLT. Tutors & teachers remind flagged students.	Administrator flags students, email out lists, texts sent, email Internal Exclusion room for non-attenders.
6	Internal Exclusion – 1 day	As per usual Internal Exclusion procedures.
7	External Exclusion – 1 day	As per usual Fixed Term Exclusion procedures.

APPENDIX D

Serious Incidents & Out-of-Lesson Defiance

1. Send a student/contact reception for immediate assistance if required.
2. Ensure HoD is aware of a lesson incident before submission of an IRF.
3. Complete IRF to log the details of the incident. NB This form does not communicate the incident – that should have happened prior to its completion.
4. Head of Year and Pastoral Mentors log, investigate, immediately isolate and/or internally exclude students where necessary.
5. HoY and Assistant Head for Behaviour to discuss Fixed Term Exclusion should the situation warrant it.
6. HoY / Pastoral Mentors/ Administrators update logs as appropriate, process sanctions as appropriate.

Procedure 1: Student has to be removed from Lesson

- TRIGGER: Send behaviour email, highlight if removal is for: non-compliance, disruptive behaviour, insufficient work (pre-populated on email).
- Logged by IER Manager as 'Non-Compliance', 'Disruptive Behaviour' or 'Insufficient Work'. In comments: Teacher initials, further details. Status to 'Monitoring'.
- Student successful: Teacher/HOD agree sanction, go into event. Select 'Action taken': 'Department detention' or 'Other (add comments above)'. Select contact: 'Note in Diary', 'Phone Call', 'Meeting' or 'Email'. Change status to 'Resolved'.
- Student unsuccessful: HOD/Isolation room teacher sends behaviour email to inform student on way to IER.

Procedure 2: Student has to be removed from Dept Isolation/Directly sent to Internal Exclusion

- TRIGGER: Send behaviour email, highlight if removal is for: non-compliance, disruptive behaviour, insufficient work (pre-populated on email).
- Logged by IER Manager as 'Non-Compliance', 'Disruptive Behaviour' or 'Insufficient Work'. In comments: Teacher and HOD initials, further details. Status to 'Resolved'.
- Logged on Internal Exclusion spreadsheet/tracker by IER staff, relevant actions taken.
- Teacher/HOD attends IER between 3.15pm and 4.15pm for restorative conversation or an alternative arrangement is made at the convenience of the relevant member of staff and prior to the students return to their lesson.
- IER Manager to collect any additional classwork completed and distribute to relevant teachers.
- Internal Exclusion tracker fully completed by IER staff and incomplete packs left for next day.
- Pastoral Manager to check tracker every AM to pick up relevant students.

Serious Incident

- TRIGGER: Email IRF.
- Logged as 'Serious Incident' by Pastoral Manager and shared with HoY.
- Decision made by HoY in consultation where appropriate with designated member of SLT – action changed to: Internal Exclusion, Fixed Term Exclusion or Other. Additional comments regarding sanctions placed in comments section.

Conduct Detention

- TRIGGER: 3rd Conduct mark, information on list in Reception.
- Logged as 'Conduct' by Pastoral Manager.
- In comments: 3 x reasons, teacher initials, dates.
- Select 'Action taken' – select 'Conduct Detention'
- Select 'Detention' – add to a 'Conduct Detention'.

After-School Conduct Detention

- TRIGGER: Member of staff takes Conduct Detention register.
- Administrator identify non-attendees from Conduct Detention register.
- Administrator re-enter 'Conduct' event and amend 'Action taken' and select 'After-school Conduct Detention'.
- Select 'Detention' – add to an 'After-School Conduct Detention'.

APPENDIX D

Absence from After-School Conduct Detention

- TRIGGER: Member of staff takes After-School Conduct Detention register.
- Administrator identify non-attendees from After-School Conduct Detention register.
- Administrator re-enter 'Conduct' event and amend 'Action taken' and select 'Internal Exclusion'.
- Administrator enter details for reason into 'Comments', email Internal Exclusion room and inform and pick up student, mark/flag register etc.

Unprepared for Learning

- TRIGGER: Tutor identifies several missed homeworks in diary.
- Logged as 'Unprepared for Learning' by tutor.
- In comments: details regarding concerns, steps taken, future steps.
- Select contact: 'Note in Diary', 'Phone Call', 'Meeting' or 'Email'. Change status to 'Resolved'.

Pastoral Team Contact & Information Only

- Used as at present.