



Behaviour Policy 2020

North Kesteven Academy
2020-2021



Introduction Date: Autumn Term 2020
To be Reviewed : Autumn Term 2021



North
Kesteven
Academy

Think Excellence

Intent:

1.1 Policy Statement

North Kesteven Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our core NK CARES values with a particular focus on being ready to learn, respectful behaviour, a partnership approach to managing poor conduct and proactive interventions that support staff and students.

1.2 Aims of the policy

- To create a culture of excellent behaviour: for learning, for community, for life
- To ensure that all students are treated fairly and are shown respect
- To promote positive relationships
- To refuse to give students attention and importance for poor conduct
- To help students to take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation of all

1.3 Purpose of the policy

To provide simple, practical procedures for all staff and students that:

- Recognise behavioural norms
- Positively reinforces these behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Implementation

2.2 Consistency in practice

All staff

- **Meet and greet** students as individuals at the door.
- Refer to '**Ready, Respectful, Safe**' in establishing and maintaining expectations of behaviour.
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- **Award** Praise Points in a visible / overt manner throughout every lesson.
- Be **calm** and give 'take up time' when responding to negative behaviours.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past students who are behaving badly.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the students.

Middle leaders will:

- **Meet and greet** learners at the beginning of the day
- Be a **visible presence** in the Department and, in the case of Heads of Year, around site to encourage appropriate conduct
- **Support staff** in returning students to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly **celebrate staff and students** whose efforts go above and beyond expectations
- **Encourage** use of positive notes, texts and phone calls
- Ensure **staff training** needs are identified and targeted
- **Use behaviour data** to target and assess interventions

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the students.

Senior leaders will:

- Take time to **welcome students** at the start of the day
- Be a **visible presence** around the site and especially at changeover time
- **Celebrate staff, leaders and students** whose effort goes above and beyond expectations
- Regularly **share good practice**
- **Support middle leaders** in managing learners with more complex or entrenched negative behaviours
- **Use behaviour data to target and assess academy-wide** behaviour policy and practice
- **Regularly review provision** for learners who fall beyond the range of written policies

2.3 Recognition and Rewards

Academy

1. Celebration of Praise Points in assemblies and displays
2. Recognition and celebration of those who go over and above
3. Communication with parents – texts, postcards, letters.

Department

1. Communication with home to celebrate outstanding work – texts, emails, phone calls, postcards
2. Communication with home to acknowledge improvements in behaviour and / or classwork
3. Nomination of outstanding students for celebration assemblies at the end of Terms 2, 4 and 6.

Classroom

1. Overt awarding of Praise Points as an integral part of a lesson
2. Positive notes in student diaries
3. Acknowledgement of 'Star Students' on whole class feedback sheets

2.4 Managing Behaviour in departments / classrooms (See also Appendix A 3.8 for a one page summary and the Learning and Conduct Expectations – 3.1 and visual representation 3.9)

N.B In order to comply with the academy risk assessment and avoid compromising bubbles, the Behaviour Policy Addendum of September 2020 (Appendix A 3.) replaces the academy behaviour policy until such a time as students are no longer in year group bubbles.

Engagement with learning is always the primary aim. Teachers will praise the behaviour they want to see.

Staff will always deliver sanctions calmly and with care. They will deal with students consistently and fairly, making explicit reference to the three rules: Ready, Respectful, Safe and students will be given opportunities to make a choice to do the right thing.

As of September 2020, all staff and students will comply with our visible consistencies (Appendix A 3.2)

Remove

If the above is unsuccessful then the student will be asked to leave the room. They will take work with them but will leave their bag and coat.

They will be sent to the IER and their teacher will send the removal email from the desktop including the student's name to indicate that they have been sent.

When the student arrives at the IER, they will be redirected to a removal room by the IER Manager. The removal rooms are classes where a member of SLT, a Head of Department or Head of Year is teaching. The IER Manager will send an email to the allocated removal room teacher. The expectation is that the student will arrive at their removal room within 5 minutes, they will work to the required standard of the removal room member of staff. 5 minutes from the end of a successful session in a removal room, the student will return to their classroom, knock and wait for the member of staff to be ready for a restorative conversation.

1. On the first removal, the member of staff will write in their diary and log the removal on Go4Schools. They will assign the student to a Keep Up, Catch Up session via Go4Schools and ensure that the student has work to complete in this session. If possible, the member of staff will attend the Keep Up, Catch Up session to ensure that the student has attended and the work is completed to a satisfactory standard.
2. On the second removal, the member of staff will call home. If attempts to phone home are not successful within 48 hours of the removal, an email can be sent once it has been checked by the HOD. This will be logged on Go4Schools. They will assign the student to a Keep Up, Catch Up session via Go4Schools and ensure that the student has work to complete in this session. If possible, the member of staff will attend the Keep Up, Catch Up session to ensure that the student has attended and the work is completed to a satisfactory standard.
3. On the third removal, the member of staff will involve their Head of Department

who will issue a third Keep Up, Catch Up session. The Head of Department will make contact with home to discuss and arrange a meeting as appropriate to agree subject specific monitoring and ensure that the student has work to complete in this session. If possible, the Head of Department will attend the Keep Up, Catch Up session to ensure that the student has attended and the work is completed to a satisfactory standard.

4. If the student fails to attend a Keep Up Catch Up session they will be given a further opportunity to attend the following day. If they still do not attend they will be issued with an after school detention the following day.
5. If there is a further removal after the Head of Department's contact home and subject specific monitoring, a referral from the Head of Department to the Head of Year will be made.

If they are not successful in the removal room, they will return to the IER.

1. On the first occasion of an unsuccessful removal for a specific subject, this will be for 2 lessons plus 15 minutes of free time.
2. On the second occasion of an unsuccessful removal for a specific subject, this will be for 3 lessons plus break and lunch.
3. On the third occasion of an unsuccessful removal for a specific subject, this will be for 4 lessons, break and lunch plus half an hour after school.

The above three stages also apply if the student refuses to go to the removal room.

This will be tracked and logged by the IER Manager and will reset termly.

If a student is in the IER on three occasions within a term, the Head of Year will contact home to let them know that if there is a further unsuccessful removal and IER session, this will convert to an automatic Fixed Term Exclusion for one day.

2.5 Conduct

(See appendix A 3.1 for Learning and Conduct Expectations and 3.5 for Behaviour Policy Addendum)

Students will be issued with conduct marks for behaviours which fail to meet the three rules: ready, respectful safe around the academy site and travelling to and from school. These will be recorded and numbered in the student's diary. The third conduct mark issued in a term will result in a 30-minute lunchtime conduct detention.

Failure to attend this lunchtime detention will result in an after-school detention (3:15 – 4:15pm) on a Friday.

Failure to attend this after school detention will result in a full day in the IER plus an after school session finishing at 4:15pm.

2.6 Behaviour Monitoring and Support

The academy required all students to behave in accordance with the learning and conduct expectations (see Appendix A – 3.1)

If students do not act in accordance with our policy, then we recognise that the student requires further inclusion support to succeed in school. Our academy policy is developed in conjunction with the Inclusive Lincolnshire Strategy.

Step / Stage	Action
1. Multiple concerns logged in diary by subject teachers	Contact made with home by tutor. Daily diary check with tutor
2. Concerns logged on Go4Schools, including a removal from class.	Contact made with home by tutor. Attitude to Learning check with tutor for a period of 2 weeks
3. 3 removals from lesson	3 lessons plus lunch in the IER Head of Year contacts home. Attitude to Learning monitoring with Head of Year
4. 6 removals from lesson	Parent invited in for meeting with Head of Year and tutor. Pastoral Support Plan (PSP) process started Consideration of Early Help Assessment (EHA) Daily monitoring with Head of Year
5. First fixed term exclusion	Reintegration meeting with parent Review of PSP or PSP started Intervention session with member of the Inclusion Team in the Student Development Centre (SDC).
6. Second fixed term exclusion	Reintegration meeting with parent Review of PSP Consideration of further package of intervention in the SDC as appropriate. Student profile completed and circulated to teaching staff.

	Daily monitoring with Head of Year
7. Third fixed term exclusion	<p>Reintegration meeting with parent</p> <p>Review of PSP and Student Profile</p> <p>Weekly intervention session with Need Bright Solutions?</p> <p>Consideration of referral to Behaviour Outreach Support Service (BOSS).</p> <p>Daily monitoring with Head of Year</p> <p>Weekly monitoring with Assistant Head (Behaviour and Culture)</p>
8. Fourth fixed term exclusion	<p>Reintegration meeting with parent</p> <p>Referral to BOSS</p> <p>Daily monitoring with Assistant Head</p>
9. Fifth fixed term exclusion	<p>Consideration of school-funded Alternative Provision or referral to the Pupil Reintegration Team for an intervention placement at Springwell or Build a Future.</p> <p>Parent made aware that further exclusions could lead to alternative provision placement or permanent exclusion.</p>
10. Final fixed term exclusion	<p>Depending on circumstances, this will normally lead to a move to alternative provision or a permanent exclusion. This is the most severe sanction. This decision must be ratified by the Student Discipline Committee of the Governing Body.</p>

Appendix A

3.1 Learning and Conduct Expectations

3.2 Our visible consistencies

3.3 NK Non-negotiables

3.4 Exclusions

3.5 Behaviour Policy Addendum September 2020

3.6 One page summary of the Behaviour Policy Addendum for parents and students

3.7 One page summary of the Behaviour Policy Addendum for staff

3.8 One page summary of Academy Behaviour Policy

3.9 Visual representation of the Academy Behaviour Policy displayed in all classrooms

Appendix A - 3.1

Learning and Conduct Expectations

The Academy rules for appropriate behaviour both in and out of classrooms are:

Ready, Respectful, Safe

Staff will describe the behaviours they wish to see in these terms and will challenge behaviours which fall below expectation. In a classroom situation, this may ultimately lead to a removal. Outside of classrooms, behaviour which falls below expectation may lead to a conduct mark in a student's diary. Three conduct marks result in a 30 minute lunchtime conduct detention. The conduct marks will be recorded as either Ready, Respectful or Safe.

A student's diary is an essential part of their basic equipment. For this reason, if they do not have their diary with them, they will automatically be issued with a lunchtime conduct detention.

Our learning and conduct expectations can be categorised as follows:

Learning Expectations	
Ready	Students arrive on time.
	Students enter the learning environment respectfully, placing student diaries and their equipment on their desks.
	Students sit where requested.
	Students ensure that mobile phones and earphones are never seen or heard*.
Respectful	Students engage and don't distract, striving to meet our NK CARES values.
	Students actively listen, in silence, when others are speaking.
	Students speak appropriately to others.
	Students respond positively to feedback and intervention.
	Students learn from their mistakes to make improvements to their work and approach to learning.
Conduct Expectations	
Ready	Students meet all uniform and equipment expectations.
Respectful	Students respect site rules: no chewing gum, litter graffiti, vandalism.
	Students use appropriate language at all times.
	Students demonstrate consideration and respect for all members of the Academy Community and our visitors.
Safe	Students follow staff instructions first time.
	Students conduct themselves calmly and safely in classrooms, around the site and on their journeys to and from the academy.
	Students walk calmly around the site, walking on the right-hand side of corridors and staircases.
	Students enter and exit the academy via the main gate at the start and end of the day.
	Students stay within the zoned areas of the site at break and lunchtime.

* 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.



Our Consistencies

At all times:

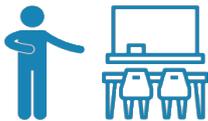


Ready, Respectful, Safe.

Lining up and entering classrooms:



Line up in silence before every lesson.
Uniform & equipment checks before entry.



All students greeted as individuals on entry to the classroom.



All books and equipment sorted as an immediate action. Coats onto the back of chairs and bags on the floor.



The register is taken in silence whilst students complete the starter activity.

In lessons:



Signal, pause, insist.
No talking when the teacher is teaching.



No hands up.
Teacher will call on individuals to respond to questions.

Appendix A - 3.3 NK Non-Negotiables

NK Non-Negotiables

These are identified as behaviours which will lead to a sanction involving exclusion, either internal or fixed term depending on severity and prior behaviour.

Behaviour
Prejudicial language directed at another person
Bullying
Violence or threatening behaviour towards others – students or staff
Peer on peer abuse
Direct and / or personal verbal abuse of a member of staff
A malicious false allegation towards a member of staff
Saying 'no' to a member of staff – either literally or by walking away having been asked the question 'Are you refusing to do as I have asked?' This would also include the refusal to hand over a mobile phone or any other banned items.
Refusal to go into the IER
Persistent disruption in the IER
Not attending an After School Conduct Detention
Exam misconduct
Wilful vandalism or damage to school property
Possession or use of banned items
Theft from others or of school property
Malicious setting off of the fire alarm
Serious health and safety breach e.g. setting off a fire extinguisher
Smoking
Bringing the academy into disrepute