ASPIRE · BELIEVE · ACHIEVE

King's Academy
Prospect

Behaviour for Learning Policy

and Statement of Behaviour Principles

Contents

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We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management

- **Define** what we consider to be unacceptable behaviour, including bullying

- Outline **how students are expected to behave – the Culture and Character of the school**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)

- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)

- [Use of reasonable force in schools](#)

- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability (SEND) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework (due to lack of effort)

- Poor attitude

- Failure to follow reasonable instructions from school staff

- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism

- Theft

- Fighting

- Smoking

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:

  ○ Knives or weapons

  ○ Alcohol

  ○ Illegal drugs

  ○ Stolen items

  ○ Tobacco and cigarette papers

  ○ Fireworks

  ○ Pornographic images

  ○ High Caffeine/Energy Drinks

  ○ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

This is not an exhaustive list and there may be other misbehaviours that are deemed unacceptable at any given point in time that are not listed above.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial/homo/transphobia	Racial/homo/transphobic taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The local governing board

The local governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff*

Staff are responsible for upholding the following principles:

- Calm, consistent adult behaviour

- First attention for best conduct

- Relentless routines

The senior leadership team will support staff in responding to behaviour incidents.

* 'Staff' refers to all adults who work on the school site, whether teaching or support.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the Head of Progress promptly

6. Student code of conduct

Our core expectations for students are:

- Ready

- Respectful

- Resilient

- Responsible

- Relationships

Behaviour for Learning is therefore a shared responsibility between all members of the school community, including senior staff, classroom teachers and support staff, parents and students. Our Home-School Agreement is shared annually with all staff, students and parents.

At Prospect, we refer to this as 'Culture and Character'.

7. Rewards and sanctions

7.1 List of rewards and sanctions

At all times, staff will give <u>first attention to best conduct</u>

Positive behaviour will be rewarded with:

● Praise (including names recorded on the board)

● Positive behaviour points recorded via ClassCharts (for behaviour that is 'over and above')

● (Electronic) Postcards and/or phone calls home to parents

● Special responsibilities/privileges

● Rewards in assemblies and end of term celebrations

The school may use one or more of the following sanctions in response to behaviour that does not meet expectations:

● A verbal reminder of expectations

● Issuing an after-school detention

When a student fails to respond to these initial measures, further supportive interventions may take place, such as:

● Letters or phone calls home to parents/meetings with parents

● Agreeing a behaviour contract

● Putting a student on report

● Referring the student for additional behaviour support

For serious, or persistent breaches of behaviour, the school will either:

● Remove the student from the lesson/line-up/breaktime, which may result in an internal exclusion.

● Issue an internal exclusion

● Issue a fixed term, or in some circumstances, permanent exclusion (see Exclusions Policy for further details)

● Issue an exclusion for receiving 2 or more C3 incidents in a week

● Exclusion tariff is as follows:

Exclusion	1st	2nd	3rd	4th	5th
Days	1	2	3	4	5

● Refer the student to an alternative provision, either on or offsite

● Where appropriate, the SENCo may be asked to arrange an external assessment of the student.

If their behaviour does not meet expectations, students will be removed from the lesson in accordance with the Ladder of Sanctions and they will be expected to work in isolation for the equivalent of one day.

Two senior members of staff are 'on-call' at all times, to deal with incidents that occur during the school day.

The full Ladders of Rewards and Sanctions can be found in the Appendix, and provide for a more detailed and consistent approach for staff to follow.

This ladder as stated in the appendix below can be scaled up and down as necessary.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour (culture) within the classroom. The school is clear that the most effective form of positive behaviour management within the classroom comes from well-planned, stimulating and effectively delivered lessons, and that all adults in the school should model positive actions.

Staff will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Uphold the school ethos of "Aspire, Believe, Achieve"
- Positively uphold the Student Code of Conduct
  - Ready
  - Respectful
  - Resilient
  - Responsible
  - Relationships
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Always giving first attention to best conduct
  - Establishing and relentlessly upholding clear routines, including line-up and a formal start to lessons
  - Communicating expectations of behaviour in ways other than verbally

○   Highlighting and promoting good behaviour

○   Concluding the day positively and starting the next day afresh

○   Having a plan for dealing with low-level disruption, including the use of micro-scripted interventions ("I noticed…I need…thank you")

○   Using positive reinforcement

The school recognises that individual classroom teachers may have their own routines and procedures in their classroom, depending on their subject and location, but these should be consistent with the overall school culture and character, routines, procedures and ethos.

8.2 Mobile Phones

Students are not allowed to use their mobiles phones during the school day*. Phones should be kept turned off and kept out of sight.

Where mobile phones are seen, they will be confiscated and not returned to the student until the end of the day (on the first occasion).

Full details can be found in our mobile phone policy.

*it may be appropriate for phones to be used with the permission of the teacher in Sixth Form lessons.

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

●   Causing disorder

●   Hurting themselves or others

●   Damaging property

Incidents of physical restraint must:

●   **Always be used as a last resort**

●   Be applied using the minimum amount of force and for the minimum amount of time possible

●   Be used in a way that maintains the safety and dignity of all concerned

●   Never be used as a form of punishment

●   Be recorded and reported to parents

8.4 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.5 **Student support**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing board every two years, or more frequently if necessary. At each review, the policy will be approved by the headteacher.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy
- Mobile Phone Policy
- Restraint Policy
- Dealing with Allegations against staff
- E-safety Policy
- Home-School Agreement (General and Remote Learning)

Appendix 1 – Application of Sanctions

Very often, poor behaviour is a reflection of an unmet learning need.

We do not assume that our students know, for example, how to read or write; if they cannot, we will teach them. We therefore should not assume that students (especially younger students and those new to the school) know how to behave. These students need also to be taught how to behave. This may be through the application of sanctions, but this should be as a last resort.

The following principles must always be applied:

- Calm, consistent adult behaviour
- First attention for best conduct
- Relentless Routines

In many cases, a quiet verbal reminder of expectations is enough ("I noticed…I need…thank you). Students also need to be shown that attention is given to students demonstrating best conduct, and that rewards are given for behaviour that is 'over and above' these basic expectations.

The school operates a centralised system of afterschool detentions which take place on the day of the misdemeanour. All sanctions are recorded on ClassCharts which provides parents/carers with immediate notification.

Heads of Progress will monitor student attendance. When students do not attend, the Head of Department will be notified, and it should be followed up within the department. If the HOD wishes to set a further sanction, they should do this within their department; however failure to attend a detention will always be automatically escalated in line with the ladder of sanctions.

If behaviour still does not improve, or for one off, very serious breaches, a further range of interventions may be applied, but these can only be authorised by the Deputy Headteacher or Headteacher.

Appendix Two – Ladders of Rewards and Sanctions

Prospect School Ladders of Reward and Sanctions

		Examples of Excellence			
Level		During lessons (including tutor time)	Outside lessons (including to and from school)	Likely/possible Reward	Staff Responsible
Level One	R1	Improved work ethic Excellent work in class Excellent homework Active participation in the lesson Being particularly helpful	Being helpful Being kind and considerate towards others	Verbal praise 1 House point	All staff
	R2	Any typical R1 behaviour sustained over a period of several lessons	Regular attendance at an extra-curricular activity Form tutor student of the week	Postcard Home 2 House points	All staff
	R3	Half Termly Awards • Form tutor student award • Most R1/2s		Certificate in assembly 5 House points	All Staff
Level Two	R4	Headteacher's Breakfast		Certificate and Breakfast 10 House points	Middle Leaders
	R5	End of Term awards • Form tutor student of the term • Outstanding work, effort or achievement in a subject over a sustained period of time • 100% attendance for a whole term • Most R1s/2s		Certificate in assembly House Colours 15 House points	Middle Leaders
	R6	Students who demonstrate consistent school values #ready #respect #resilience #responsibility #relationships		Values Badge 20 House points	
Level Three	R7	Outstanding effort, achievement and/or service to school across the school year House students of the Year		Rewards ceremony 25 House points Honours board	HOD HOP SLT
	R8	Exceptional service and/or achievement, going above and beyond to achieve personal goals		Rewards ceremony Headteachers Commendation Honours Board 30 House points	Headteacher

- First attention to best conduct at all times – focus on praise
- Record on ClassCharts
- Be consistent
- Certificates each half term in regular rewards assemblies
- Annual Rewards Evening
- End of Year trip – for those that have achieved in the top 20% achievement points

		Examples of Behaviour			
Level		**During lessons (including tutor time)**	**Outside lessons (including to and from school)**	**Likely/possible Consequence**	**Staff Responsible**
L e v e l O n e	**C1**	Off task chatter Lack of equipment Late (>5 minutes) Chewing gum Uniform Misuse of mobile phone	Out of lessons without reason/pass Chewing gum	Verbal warning 1 consequence point	All staff
	C2	Lack of response to C1 Eating in lesson Dropping litter Late (<5 mins) Lack of homework Lack of progress in lesson Preventing others from learning Rudeness to staff Inappropriate language Arguing with other students Continued misuse of mobile phone	Dropping litter Thoughtless behaviour Disrespect towards others/others possessions Rudeness to staff Inappropriate language/behaviour	30 minute detention 2 consequence points	All Staff
L e v e l T w o	**C3**	Continued C2 behaviour Disruption of detention Failure to follow instructions Inciting others to fight	Continued C2 behaviour Disruption of detention Failure to follow instructions Inciting others to fight	Withdrawn from lessons for upto 2 lessons and breaks Parental call 3 consequence points Tutor Report	Middle Leaders Tutors
	C4	Truancy		1 day internal exclusion Parental call 4 consequence points Attendance report	Middle Leaders SLT
L e v e l T h r e e	**C5**	Failure to comply with the expectations of a C3/C4 Damage to property Bringing the school into disrepute Racist / homophobic / misogynistic behaviour and/or language Inappropriate/threatening physical behaviour Defiance/swearing directly at a member of staff Bullying Inappropriate behaviour towards a member of staff or student Behaviour that compromises the safety of others Theft Behaviour that seriously disrupts the school day		Internal Exclusion Parental meeting 5 consequence points Head of Progress report - AMBER	SLT

	C6	Continued C3/5 behaviour Failure to comply with the expectations of an internal exclusion Persistent verbal abuse of a member of staff Compromising the health and safety of school site Dangerous behaviour likely to hurt themselves or others Intimidating or threatening behaviour Violent conduct Bringing banned or inappropriate items onto the school site Wilful damage to school property Extreme defiance	Alternative Provision Fixed Term Exclusion (FTE) Governors Disciplinary Panel Parental meeting 6 consequence points SLT Report - RED	Headteacher
	C7	Continued C6 behaviour Possession of illegal items on the school site (e.g. weapons/knives/drugs/alcohol) Violence towards a member of staff and/r student Criminal Offences Persistent behaviour that repeatedly flouts the expectations of the school.	Permanent Exclusion Governors Disciplinary Panel	Headteacher

- Record in ClassCharts
- Be aware of cumulative, low level acquisition of points
- Scale up and down as necessary – be aware of the needs of the child and the seriousness of the incident.
- Be consistent.