Behaviour policy and statement of behaviour principles

Approved by:	Full Governors	Date: June 2024
Last reviewed on:	June 2024	
Next review due by:	June 2025	

Contents

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**
- 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](#)
- [Keeping Children Safe in Education](#)
- [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

3. Definitions.

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation

- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- Possession of legal or illegal drugs, alcohol or tobacco

- Possession of banned items

- Truancy and running away from school

- Refusing to comply with disciplinary sanctions

- Theft

- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour

- Extreme behaviour, such as violence and serious vandalism

- Any behaviour that threatens safety or presents a serious danger

- Any behaviour that seriously inhibits the learning of students

- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness

- Low-level disruption and talking in class

- Failure to complete classwork

- Rudeness

- Lack of correct equipment

- Refusing to complete homework, incomplete homework, or arriving at school without homework

- Disruption on public transport

- Use of mobile phones without permission

- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

Prevention strategies strategies and interventions

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve students' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Student support panels (SSP) and behaviour panels run bi weekly to ensure that individual student behaviour is reviewed and support will be implemented based on the student's specific needs, these may be delivered outside of the classroom, in small groups or in one-to-one activities. The panels ensure that progress is reviewed frequently and next steps are identified and intervened with early. Weekly data is reviewed and shared with the Pastoral team and SLT to ensure that the relevant staff are aware of any student that is:

- Persistently misbehaving.

- Not improving their behaviour following low-level sanctions.

- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- student support units
- Engagement with local partners and agencies
- Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an Early Help Assessment, that goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all students as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly during roll call.

Routine will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Preventative measures for students with SEND

Behaviour will always be considered in relation to a student's SEND. If it is deemed that a student's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the student.

Where a student is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

· Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long

· Ensuring a student with visual or hearing impairment is seated in sight of the teacher

· Adjusting uniform requirements for a student with sensory issues or relevant medical condition

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the student will be immediately taken to the headteacher, and the student's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the student from the school via a suspension. Where suspension is carried out, the student's parent will be asked to collect the student and take them home for the rest of the day – students will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

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, intimidation
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: · Racial · Faith-based · Gendered (sexist) · Homophobic /biphobic · Transphobic · Disability -based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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 policy.

5. Roles and responsibilities

5.1 The Governing Board

The 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. The Headteacher is responsible for ensuring high quality training is in place for all staff.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents through the correct reporting system
- Championing each and every student

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Tutor or Progress Leader promptly

6. Student code of conduct

Learning is our core business. Students and staff have the right to learn and work in an environment free from disruption. Excellent teaching and Brilliant learning is put at the heart of what we do every lesson, every day such that learners are provided with and encouraged to achieve high quality outcomes. We recognise that all students have special skills, abilities and aptitudes and all have an entitlement to access a challenging, rich and relevant curriculum.

The three key priorities at Kingsdown are that:

- We know our students
- We teach them well
- We have high expectations

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move calmly around the school
- Be in their Year zone at break and lunchtime
- Only use the bathrooms dedicated to their Year group
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school and on social media.
- Model the Kingsdown BEATs inside and outside of lessons.

During lessons, a focus on full engagement is important and students are expected to follow STAR. Beyond the classroom, our out of lesson expectations follow PROUD.

Kingsdown School has high expectations of all students in and around the site and during break and lunch times (outside of lessons). Students need to conform to the "Kingsdown Way" which includes the expectations outlined by "PROUD". Where students do not meet our expectations, then staff will record a Behaviour Point in Bromcom.

7. Rewards

7.1 Achievement Points

Achievement points are awarded to students throughout the lesson and around the school for recognition of good work and focus around the Kingsdown BEATs. Points are accumulated throughout the year and contribute towards rewards trips, prom, badges and other prize giving events.

Rewards are given in one of the Six Kingsdown BEATs. These rewards are recognised daily- by achievement points, and fortnightly with badges of 'excellence'.

- **Pride-**Proud to be a Kingsdown student. Students take pride in their work and their journey as a student at Kingsdown.

- **Ambition-** Students are ambitious and always expect the best from themselves. There is no limit to what they can achieve

- **Stretch-**Students will work to the best of their ability in every lesson. They will stretch themselves to beyond what they thought was possible

- **Challenge-**Students will be curious, determined and resilient. They will work hard to overcome difficult tasks and will challenge their ability.

- **Respect-** Students are considerate and care about themselves, others and their surroundings. Mutual respect between everyone at Kingsdown is essential.

- **Responsibility-** Students take responsibility for their own actions. They know that they are the only ones that can control their own actions and they are responsible for this.

7.2 BEAT Badges

- Badges will be awarded to students in the colour of the BEAT that they have achieved. These are nominated termly by their Tutor and presented at the end of term awards assemblies.

Criteria for each BEAT

✔ Excellence/improvement

✔ Commitment to progress

✔ Consistent demonstration of the nominated BEAT (Using the language on the BEAT

7.3 Gold Cards

Gold cards are awarded regularly to students that have gone above and beyond in their lessons. Teachers aim to give three Gold Cards a week to motivate students and recognize high standards of work. These Cards are shared during tutor time and with parents.

7.4 The Lion Badge of Pride

This is the top award that a student can achieve. It is agreed by the Tutor/Progress Leader and Assistant Headteacher which students are nominated for this award. This Is a badge of Pride in which students have excelled/ made rapid and sustained improvement across the six BEATs.

8. Behaviour management and Consequences

Every student at Kingsdown has the right to access high quality teaching that is free from disruption. To ensure that lessons proceed without disruption, we have the

highest expectation of student behaviour to ensure that their opportunity to achieve is maximised. The Behaviour policy is underpinned by the Behaviour for Learning pyramid (Appendix 1)

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Model the expected behaviours
- Develop a positive relationship with students, which may include:
  - o Greeting students in the morning/at the start of lessons
  - o Establishing clear routines
  - o Communicating expectations of behaviour in ways other than verbally
  - o Highlighting and promoting good behaviour
  - o Concluding the day positively and starting the next day afresh
  - o Having a plan for dealing with low-level disruption
  - o Using positive reinforcement
  - o Have a seating plan for every lesson.
  - o Know the individual learning needs of all students

Students that choose to disrupt the learning of others will be dealt with in line with the procedure below:

- **Give a Warning**

  If a student is disrupting the learning of others or misbehaving in a lesson, they will be issued with a formal warning and a card issued to the student. This will be logged by the staff member on Bromcom.

- **Arrange the Parking**

  If the student fails to rectify their behaviour and continues to disrupt the learning of others they will be parked from the lesson. Once parked from the lesson, students will make their way directly to the parking room. When a student is parked periods 1-2, they will remain in the parked lesson until the end of P2 and for 15 minutes into break. When a student is parked P3-4, they will remain in the parked lesson until the end of P4 and 15 minutes into lunch. When the student is parked P5-6 they will remain in the parked lesson until the end of P6 and 15 minutes after school. Whilst in the parked lesson, the students will be given reflection time in preparation for the repair conversation with the teacher who parked them. The student will also continue with their learning, either over Google meet or with resources provided to them.

  Parents will be notified of the parking via their My Child At School (MCAS) app along with the reason for the parking. This will be logged as 'B3-Parking'

  8.2 Detentions

  Detentions are set for a number of reasons including disrespect, failure to complete class/home learning or a more significant incident,

Break time detention- Late; 15 minutes

- Issued for any late marks where a student has arrived 1-5 minutes late to periods 1 and 2. Detention slips are handed out to student during their P2 lesson.

Lunch time detention- Late; 15 minutes

- Issued for any late marks where a student has arrived 1-5 minutes late to periods 3 and 4. Detention slips are handed out to student during their P4 lesson.

After school detention- Late; 15 minutes

- Issued for any late marks where a student has arrived 1-5 minutes late to periods 5 and 6. Detention slips are handed out to student during their P6 lesson.

After school detention- Truancy; 30 minutes

- Issued for any late marks where the student has arrie 6+ minutes late to their lesson

Disrespect detention; 30 minutes

- Set by the tutor for a full or lost conduct card

Home Learning detention; 30 minutes

- Failure to complete or submit homework to the expected standard

SLT; 1 hour.
- Set for some high level behaviours such as persistent truancy, bullying, smoking, failed B2 (after school detention) or 3 x exits/ B2 (after school detentions) in a 2 week cycle. Students are collected from their lessons and escorted to the detention. Students are given a direct instruction that they must attend the SLT detention, failure to do so will result in a suspension on the Monday, reintegration meeting at 2:45pm on the Monday and students staying in school until 5pm to sit their SLT detention.

Where Home Learning is to revise for a test or assessment, students may receive a detention if there is no evidence of revision in preparation for the task. Students are encouraged to use techniques such as mind maps and flash cards to show evidence of effective revision.

Students attend detention in the ILS (Independent Learning Suite) and will complete the BEAT tie activity. There are specialist staff supervising the detentions who can also offer support. For students who have missed 3 pieces of homework in a week, they will be referred to Home Learning support to assist in the completion of missed work. This support runs Monday – Thursday and students are required to attend for a 2 week period. This will be communicated to parents by letter.

a. **Matrix Day**
   Following the outcome & review of investigations, serious incidents may result in a time spent in the Matrix.

- An unsuccessful parking will result in students sitting 2 periods plus a social time in the Matrix
- Non attendance to SLT will result in a full day in the Matrix with a 1 hour after school detention
- An incident or disrespect/antisocial behaviour that warrants time out of circulation
- Refusal to correct uniform infringements

Students will work in silence with work provided and will be housed in the Matrix. Parents will be informed of this prior to, or as soon as students are placed in the Matrix via the MCAS app. During the investigation of an incident involving several students, they may be placed in the Matrix whilst the investigation takes place. This is to ensure the safety of all students.

✔ **Sanctions are in line with the DfE's mental health and behaviour in schools policy (Sept 2022). In all cases, the school balances the interests of the student against the mental health and physical health of the whole school community. Where appropriate, reasonable adjustments will be made to support the needs of students during their time in the Matrix.**

8.3 Fixed Term Suspensions

As a last resort, Fixed Term Suspensions (FTS) may be used as a sanction to poor behaviour. This will be communicated to parents through a phone call and a letter. Following a FTS, a reintegration meeting will be held prior to the student returning to school. A parent will be required to attend this meeting during which our Graduated Response to suspension will be discussed. Alongside this, appropriate support will be put in place to support students and guide them to improve their behaviour.

Please refer to our 'suspension and permanent exclusion policy' for further details

8.4 Permanent Exclusions

At the discretion of the Headteacher, a student may be permanently excluded in response to repeated or one-off serious breaches of the School's Behaviour Policy, as outlined in the Definitions above. A student may be permanently excluded if allowing the student to remain in the School would seriously harm the education or welfare of the student or others within the School. A permanent exclusion is also the final step on the graduated response, when a student has failed to respond to support or interventions and has failed their Pastoral Support Plan. At any stage during this graduated response, the school may recommend a Managed Move or direct that a student is educated at an alternative provision for a period of time. At all points, the school will work with families to provide the most appropriate form of support. However, where required the school has the power to enforce certain behaviour interventions. All sanctions and support put in place are informed by the contextual information, contributing factors and 'protected characteristics' of a student. This is implemented on a bespoke package driven by the needs of the individual student. All exclusions are at the discretion of the Headteacher.

8.5 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 (CPOMs) and reported to parents (see appendix 3 for a behaviour log)

8.6 Behaviour Points

As well as gaining achievement points, students can also gain behaviour points. Every time students receive a behaviour log for adverse behaviour, for example, an exit from a lesson, disrespect to staff, detention- they will be awarded behaviour points. These points will be deducted from the total of achievement points. These will impact on the overall net points that the student has. Tutors will have the overview on their homepage which will inform their regular discussions. The consequences of the behaviour points are that the student will move further up the inclusion framework and will limit their opportunities to attend rewards trips and other events throughout the academic year.

8.7 Confiscation

Any prohibited items 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. In some cases, we will need to notify the Police and Social Services.

8.8 Mobile Phones & Smart Watches

Phones must not be used at any time- including before school, break time and lunch time. Phones are permitted to be used after the school day and whilst on the school site when it is safe and timely to do so. Phones must always be switched off (not on silent mode) and kept out of view. If these rules are breached the phone will be confiscated and given in to Student Services. The confiscation will be logged on the school system. Phones will be returned to students at the end of the school day and a notification will be sent home.

On the third time of confiscation and every time thereafter, parents/carers need to come into school to collect the phone.

At Kingsdown, we recognise that there is an increased place for modern technology and the use of smart watches in school will be treated in the same manner as a mobile phone. Whilst using a watch to tell the time is viewed as appropriate use, most features on a smart watch require for it to be connected to a mobile phone and therefore will be viewed as such. Should a staff member suspect a student is using a smart watch for

reasons other than telling the time, it will be confiscated (as a phone would be) and the rules above will apply. These items are expensive and we recommend that they are not suitable for school.

8.9 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 and Behaviour Leaders 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.

Types of Support

Stretch and Challenge cards: students may be issued with a report by either their Tutor, Head of Year, a Curriculum leader or a Senior member of staff. These reports are issued for a variety of reasons that include: - Monitoring academic progress - Monitoring student engagement in learning - Monitoring student punctuality to lessons - Monitoring social time behaviours - Monitoring student relations/interactions with staff and peers - Monitoring low level behaviour in lessons

Student profile: students who display repeated serious or disruptive misbehaviour wll have a personalised student profile written. This will support teachers with strategies to engage the learning and the scaffolding needed to ensure that they can access their learning.

60 day plans: If a student has been on Graduated response level 2 for a period of time and are not showing improvement, they will have a 60 day plan written. This plan is written with all key stake holders involved. Here the barrier will be identified with strategies and actions to support the re engagement of the student. All stakeholders will have an action that will need to be fulfilled. The 60 day plan will be reviewed at the midway point.

Pastoral Support Plan: Students will have a Pastoral Support Plan once they moved to level 3 on the Graduated response. This is a sixteen week plan to support the student to improve their behaviour. Outside agencies may also be contacted to ask for further support. In exceptional cases, students may be progressed to a permanent exclusion rather than a Pastoral Support Plan being set up.

Managed move – is when a student is transferred to another school permanently. This should be progressed through the 'Swindon Schools together panel'. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs. The process lasts 8 weeks and if successful, they student will move from dual registered to 'on roll' at their new school.

Off-site directions

Kingsdown school has the power to direct that a student be educated off-site with the aim of improving their future behaviour. It must not be used as a disciplinary sanction or punishment for misconduct. The off-site direction may be to EOTAS), and Alternative Provision, or another academy / school (or unit therein). Parental consent is not required for an off-site direction, and students are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend Kingsdown. The arrangements for the off-site placement will be based on an understanding of the support the student needs in order to improve their behaviour, as well as any SEND or health needs the student has. It may be full-time, or part-time in combination with attendance at Kingsdown or another setting. The expectation is that the student will continue to receive full-time broad and balanced education.

8.10 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.

8.11 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.

8.12 Remote learning code of conduct

All students have signed the ICT acceptable use policy for using schools PCs and also Chromebooks both at school and at home. A copy of this can be found in the Online Safety Policy 2020. They must follow this at all times.

Misuse of these devices includes:

- Using inappropriate language (sexual, homophobic, racist or extremist) either in written form or verbally
- Searching, downloading or sharing inappropriate (sexual, homophobic, racist or extremist) images
- Misuse of live links (sharing internally with students or externally to an unauthorised person)
- Reusing links outside of the designated lesson time to contact other students or to disrupt the learning of others.
- Making contact with staff using their personal email address.
- Making unauthorised videos of lessons or sharing.
- Trying to access the school IT network or infrastructure

Students suspected or found not to be adhering to the policy in any way will be sanctioned as detailed in this policy. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate. The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents should be reported to the police.

In the first instance the student will be contacted to inform them of the breach. The details of the incident will be shared with the parent and an explanation of our response and sanctions will be shared.

Sanctions for breaking this policy are as follows:

Minor breaches, the use of detentions, Matrix days and temporary bans from the school system will be used.

Significant breaches or incidents that involve dangerous, disruptive or inappropriate behaviour, more serious sanctions will be put in place. This may include suspensions.

There may be occasions where parent meetings, headteachers' contracts may be put in place and further as an additional measure. Further training to ensure that our acceptable use agreement is clear and parents and students will be asked to resign the document.

9. Training

Our staff are provided with training on managing behaviour, classroom management strategies, as part of their induction process.

Behaviour management also forms part of Continuing Professional Development. Weekly strategies are shared in the staff 10 Clixs and morning briefings. Weekly behaviour data is monitored and shared with all staff to highlight any areas requiring development and attention. The data headlines via the Data Studio are shared with middle and senior leaders every 2 weeks. Here clear actions are identified for action.

10. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing board every year. At each review, the policy will be approved by the Headteacher.

12. Links with other policies and guidance:

This behaviour policy is linked to the following policies:

- Suspension policy
- Child Protection and Safeguarding Policy
- Anti Bullying Policy
- SEN policy
- Attendance and Punctuality policy
- Uniform policy
- Online Safety Policy
- How to manage Harmful Sexual Behaviours
- Young Carer Policy

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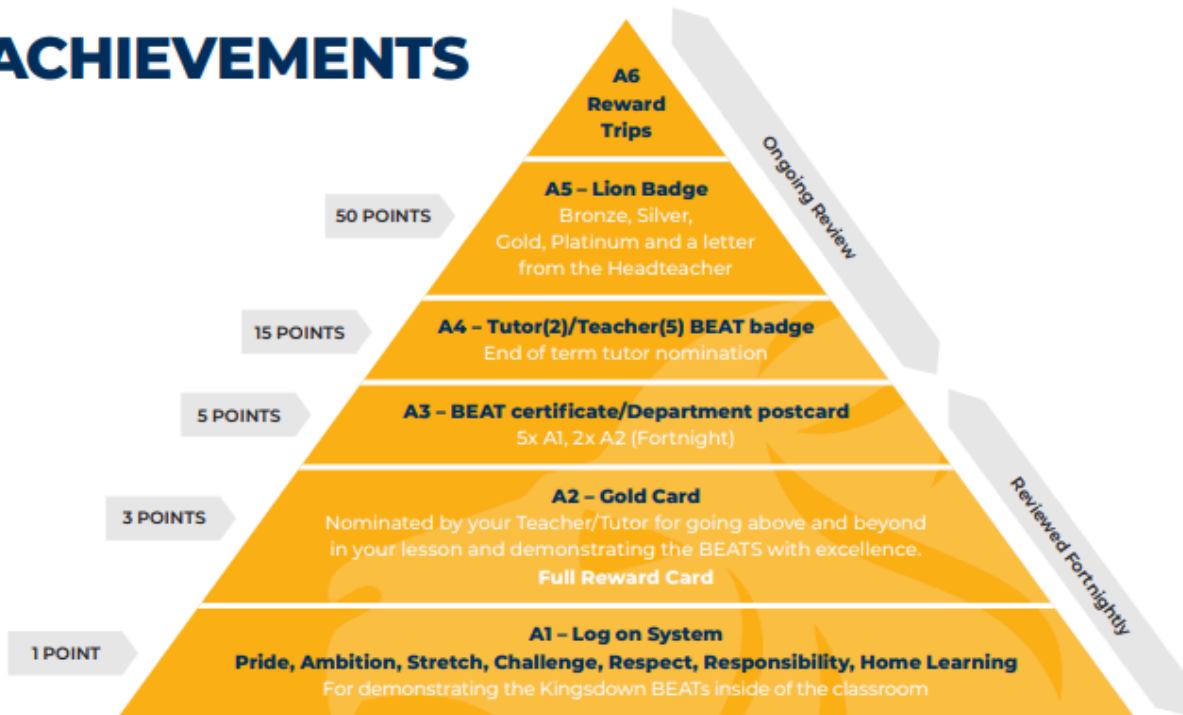   Headteacher   Chair of Governors

Date   :   Date   :

Appendix 1- Behaviour for Learning Pyramid

ACHIEVEMENTS

A6 Reward Trips

50 POINTS — **A5 – Lion Badge** Bronze, Silver, Gold, Platinum and a letter from the Headteacher

15 POINTS — **A4 – Tutor(2)/Teacher(5) BEAT badge** End of term tutor nomination

5 POINTS — **A3 – BEAT certificate/Department postcard** 5x A1, 2x A2 (Fortnight)

3 POINTS — **A2 – Gold Card** Nominated by your Teacher/Tutor for going above and beyond in your lesson and demonstrating the BEATS with excellence. **Full Reward Card**

1 POINT — **A1 – Log on System** Pride, Ambition, Stretch, Challenge, Respect, Responsibility, Home Learning For demonstrating the Kingsdown BEATs inside of the classroom

Ongoing Review

Reviewed Fortnightly

1 POINT — **B1 – Log on System** Warning in lessons, Line 10, not following the BEATs, mobile phone

3 POINTS — **B2 – 1 Hour After School Detention** 3 x Warnings, Full/lost conduct card, 3 x Line 10, 1 missed Home Learning, 3x mobile phone, disrespect, no ingredients/equipment

5 POINTS — **B3 – 1 Day in the Annexe until 3:30** Exit- not following the BEATs in or outside of the lesson. Incident that does not require a warning, Anti social behaviour, 2+ truancy

15 POINTS — **B4 – Friday 2 Hour SLT detention** 3 x Exits, 3 x B2, Confirmed Bullying, Truancy, Smoking, Failed B2

50 POINTS — **B5 – Fixed Term Exclusion** 3 x B4, Abuse, Racism, Homophobia, Drugs, Theft, Vandalism, Failed B3, B4

B6 Permanent Exclusion 5 x B5

Reviewed Fortnightly

Ongoing Review

BEHAVIOUR