



**embrace
challenge:
expect
excellence**



Kempston
challenger
academy

Behaviour Policy

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Reviewed by:	Dylan King
Next Review Date:	July 2021



KCA Behaviour Policy

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Aims: To ensure that every member of the school community, especially the most vulnerable, is supported to:

- Value the rights of every individual and treats everyone with respect and Consideration.
- Learn how to manage feelings in an appropriate way and accept responsibility for poor behaviour
- Learn to accept the explicit consequences of poor behaviour choices.
- Access the full range of learning opportunities in a calm, positive environment.
- Achieve through high expectations of work, with praise, reward and Celebration as the key motivation to behave well.

Principles

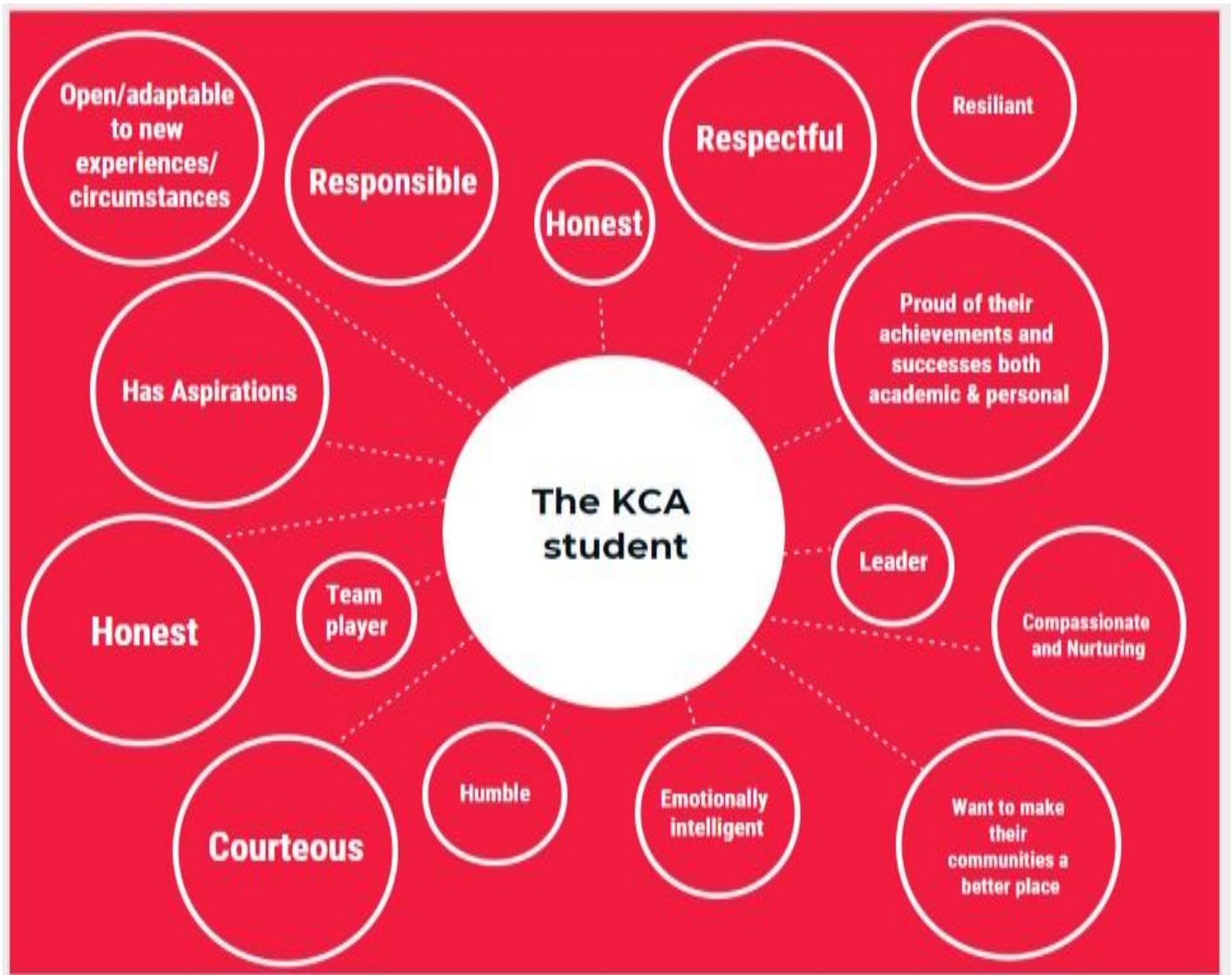
To ensure that the policy is fully understood by all staff, parents, students and governors.

- To ensure that the policy is consistently applied by all staff.
- To ensure rights and responsibilities of all members of the school community.
- To empower staff to expect appropriate behaviour from everyone.
- To ensure that positive behaviour is always recognised and a shared responsibility.
- To ensure that students are confident of their right to be treated fairly.
- To raise students' self - esteem.
- To support every individual to promote/develop empathy and respect for others.
- To encourage students to value the school environment and its routines.
- To promote regular and high attendance.

HOW DO WE IMPLEMENT OUR BEHAVIOUR POLICY?

- Through a shared school ethos.
- Consistent high expectations of the whole school community.
- High quality lessons.
- Consistent modelling of positive behaviour by all adults in school.

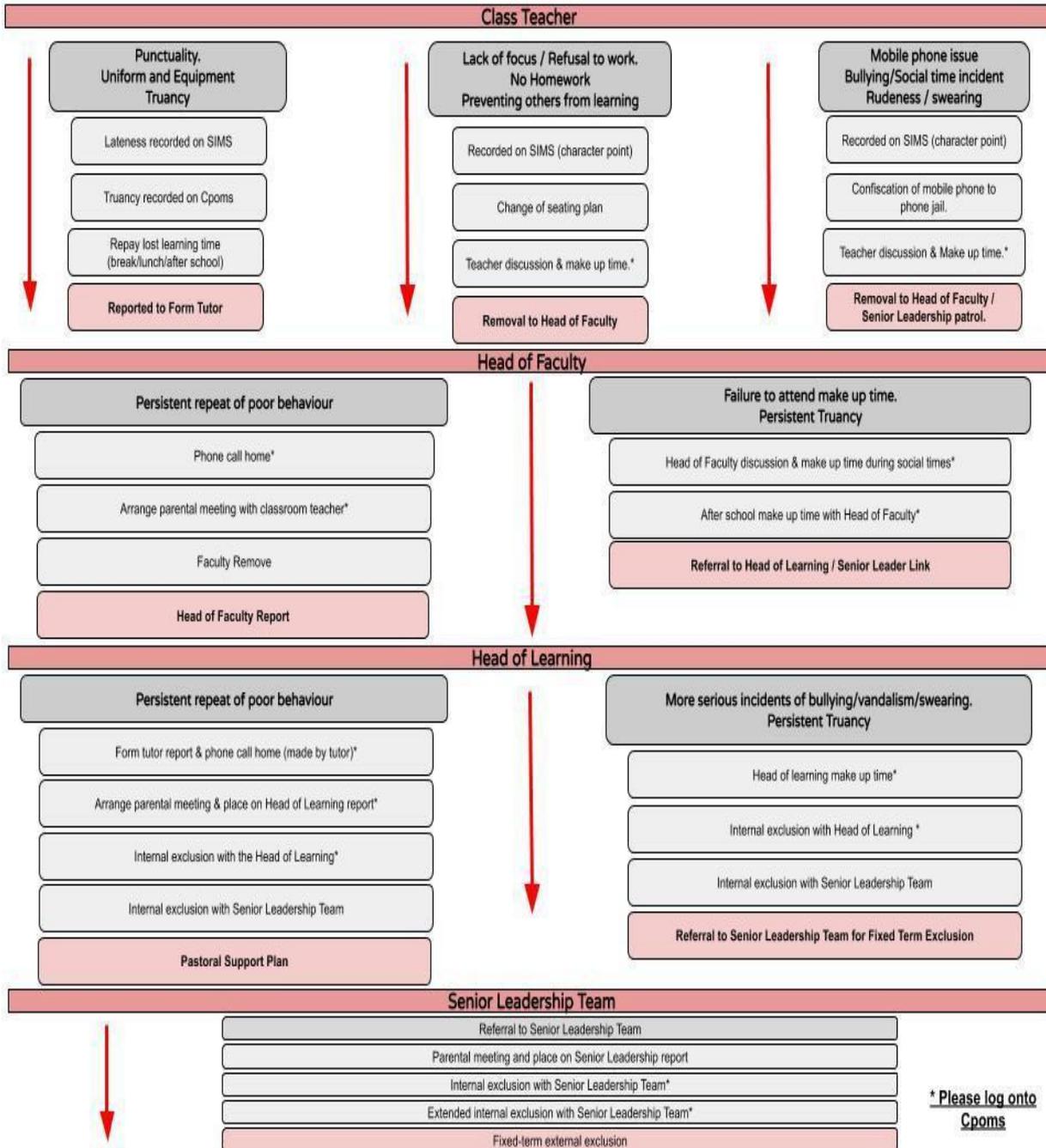
Expectations and Qualities



The KCA Way

Knowledge
Commitment
Aspiration

Roles and Responsibilities



See Annex C for individual sections

KCA Rewards FlowChart

Frequency	Reward	Characteristics													
In lessons	Every student to receive between 0-4 character points every lesson including Diploma														
In and out of lessons	Staff to reward students with verbal praise, phone call home, subject specific rewards, Head of Learning reward, etc.														
End of Week	<p>Praise text from staff to selected students</p> <p>Weekly character score shared in form time</p> <p>Tutor Group Characters of the Week nominations in form groups and mentions in assembly</p> <p>Head of Learning Characters of the Week with mentions in assembly (including those not reflected in points score but who have demonstrated excellent character)</p>		<p>NURTURE</p> <p>Humour Honesty Risk taking Compassion Empathy</p>												
End of each Half Term	<p>Tutor nominations of Tutee Character of the Term</p> <p>Assembly/HOL celebration of students on track to receive year group badge-students receive letter of praise</p> <p>Assembly/HOL celebration of students on track to receive Gold, Silver and Bronze character badges-students receive letter of praise</p> <p>HOL celebration of students not on track but who have particular impressed in other ways</p>	<p>ASPIRE</p> <p>Determination Motivation Critical Thinking Tenacity Self-Control</p> <p>WORKING TOGETHER</p> <p>Communication Inclusivity Service Co-operation Flexibility</p>													
End of Term	<p>Students meeting points tally win year group badges</p> <p>End of term assembly celebration and distribution (Spring and Summer terms only) to those who have reached Gold and Platinum badges tally</p> <p>Students who receive enough points termly to gain badges have one on one meeting with Careers lead for extra GroFar careers profile certification</p>	<p>SUCCESS</p> <p>Confidence Resilience Application Pride Courage</p>													
End of Year	<p>Academy Character Awards Ceremony</p> <p>CMAT Character Awards Ceremony</p>														
Character Points tally	<table border="1"> <thead> <tr> <th>Key Stage 3</th> <th>Key Stage 4</th> <th>Key stage 5</th> </tr> </thead> <tbody> <tr> <td>750 points for year group badge</td> <td>750 points for year group badge</td> <td>200 points for year group badge</td> </tr> <tr> <td>1500 points for Gold Character badge</td> <td>1500 points for Gold Character badge</td> <td>400 points for Gold Character badge</td> </tr> <tr> <td>2500 points for Platinum Character badge</td> <td>2500 points for Platinum Character badge</td> <td>800 points for Platinum Character badge</td> </tr> </tbody> </table>			Key Stage 3	Key Stage 4	Key stage 5	750 points for year group badge	750 points for year group badge	200 points for year group badge	1500 points for Gold Character badge	1500 points for Gold Character badge	400 points for Gold Character badge	2500 points for Platinum Character badge	2500 points for Platinum Character badge	800 points for Platinum Character badge
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Sanctions

Detention Responsibilities

What the law allows

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) Any school day where the student does not have permission to be absent;
- b) Weekends - except the weekend preceding or following the half term break; and
- c) Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non- contact

It is the responsibility of all staff to use a detention as a consequence for behaviour deemed negative towards the 'KCA WAY'. This can also include the restorative teacher/student discussion.

Teacher Discussions

- A teacher discussion is issued for persistent disruption in a lesson
- Each teacher discussion is recorded in the homework diary and in CPOMS and parents are called.
- The teacher issuing the teacher discussion and the student will meet and decide on how best to prevent the situation from happening again
- Students who receive two teacher discussions will be issued with a lunch time detention of 15 minutes
- Students who receive four teacher discussions will sit a after school detention of 30 minutes
- Students who receive 6 teacher discussions will have a parent teacher meeting to resolve the issues to this point.
- Students who receive 8 teacher discussions will then be placed on HOL report for one week only. If not resolved at this stage a Pastoral Support Plan will be put in place.
- Senior leadership report.

When a detention is deemed a necessary measure, the individual member of staff can include such activities as below;

- Litter picking (gloves and black bags are kept in the HOL offices)
- Following staff while completing a duty
- Writing up faculty/school codes of conduct
- Cleaning white boards
- Hoovering social areas
- Organising equipment
- Completing work that has been missed.

When ensuring that a detention outside Academy hours is reasonable, staff issuing the detention will consider the following points:

- Whether the detention is likely to put the student at risk. The Academy feels that our early finish of 3.00 pm compared to other schools in the area means that a detention to 3.30 pm is reasonable throughout the year.
- Whether the student has known caring responsibilities, as notified by a parent in advance, which means that the detention is unreasonable.
- Students who have pre-booked taxis via the Local Authority's Transport Department to take them home.

BEHAVIOUR OUTSIDE KCA GATES

Community and Trips/Visits

Consequences

Teachers have the power to discipline students for misbehaving outside of the school premises “to such an extent as is reasonable”

Teachers may discipline students for misbehaviour when the students is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- In some other way identifiable as a student at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the school.

The KCA way must be upheld in the community as we are proud to wear the uniform. Students on trips must follow the same expectations for the school day and demonstrate the key attributes across the ‘character’ and diploma attributes.

Using the Curriculum to support positive behaviour

We believe that a well - structured curriculum and positive learning environments contribute to good behaviour. Planning for the needs of individuals, the active involvement of students in their own learning and structured feedback all help to avoid alienation and disaffection, which often impact behaviour. It follows that all lessons should have clear learning objectives, which are understood by all, and learning is differentiated to meet the needs of the range of ability. Positive marking and record keeping provides positive feedback to students and parents and is a strong signal that student’s efforts are valued and that academic progress matters. From this progress, staff can further motivate students by rewarding them for the character traits displayed in the classroom and when doing homework.

Classroom Routines and Expectations

Before the lesson:

Planned a lesson with challenge for all students.
Set objectives where all students can meet or exceed their targets and show progress. Marked your books diagnostically in accordance with KCA policy. An up-to-date seating plan.
Staffed your area outside the corridor greeted students at the door “one foot in and one foot out”.

At the beginning of the lesson:

Ensured equipment is out on the desk including planner, where in use, and pencil case. Engaged students with a starter of circa 5 minutes, which is relevant and engaging. Taken the register in the first 10 minutes of the lesson.

During the lesson:

Ensured that students know their targets, and what they need to do to be on or above target.
Checked learning and progress throughout the lesson through the use of targeted questions, feedback and diagnostics
Given out Character points.

Plenary:

Checked students' knowledge and recall through a meaningful plenary.
Checked students have met the objectives and thus made progress before the end of the lesson.
Asked students to stand by their desks at the end of the lesson in silence.

At the end of the lesson:

Dismissed students row by row on the bell
Returned to the corridor to ensure a smooth transition “one foot in and one foot out”

Additional support
Student support
HOLS
HOFS
Counsellor

Links to other policies

Safeguarding/ Child protection policy

Health and safety policy

Mobile phone

Pastoral Policy

E-safety Policy

Acceptable use of ICT

Anti-Bullying Policy

Uniform Policy

Accessibility Policy

Appendix A

CONFISCATION OF PROPERTY AND THE POWER TO SEARCH

What the law says

There are two sets of legal provisions, which enable KCA staff to confiscate items from students:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully

- 2) Staff have the power to search without consent for prohibited items including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been used or is likely to be used to commit an offence, cause personal injury or damage to property
 - any item banned by the Academy rules (using electronic devices/mobile phones in contravention of this separate policy) which has been identified in the rules as an item which may be searched for.

Weapons, knives and extreme or child pornography will always be handed over to the police. Illegal drugs and stolen items will be reported to the police with advice being taken with regards to their disposal. Other confiscated items will be kept, by the school, until collected by a parent/carer.

Power to Use Reasonable Force

The legal provisions on KCA behaviour provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property.

The Executive Head, Head of School, members of the Senior Leadership Team and Heads of Learning are also authorised to use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. The Head of School (or a Deputy Head of School, in their absence) should be consulted before a search, which might require restraint, takes place. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Appendix B

Exclusions

At KCA we strive to support all students to address issues with behaviour in order for them to achieve their individual goals.

If all other strategies fail;

Fixed term exclusions – Where possible we will strive to give internal exclusions so that safeguarding is maintained and there is a continuation of learning. This will allow further work with our students to put preventative measures in place avoid de-escalation of certain behaviours.

What the law states

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

A decision to exclude a student permanently should only be taken:

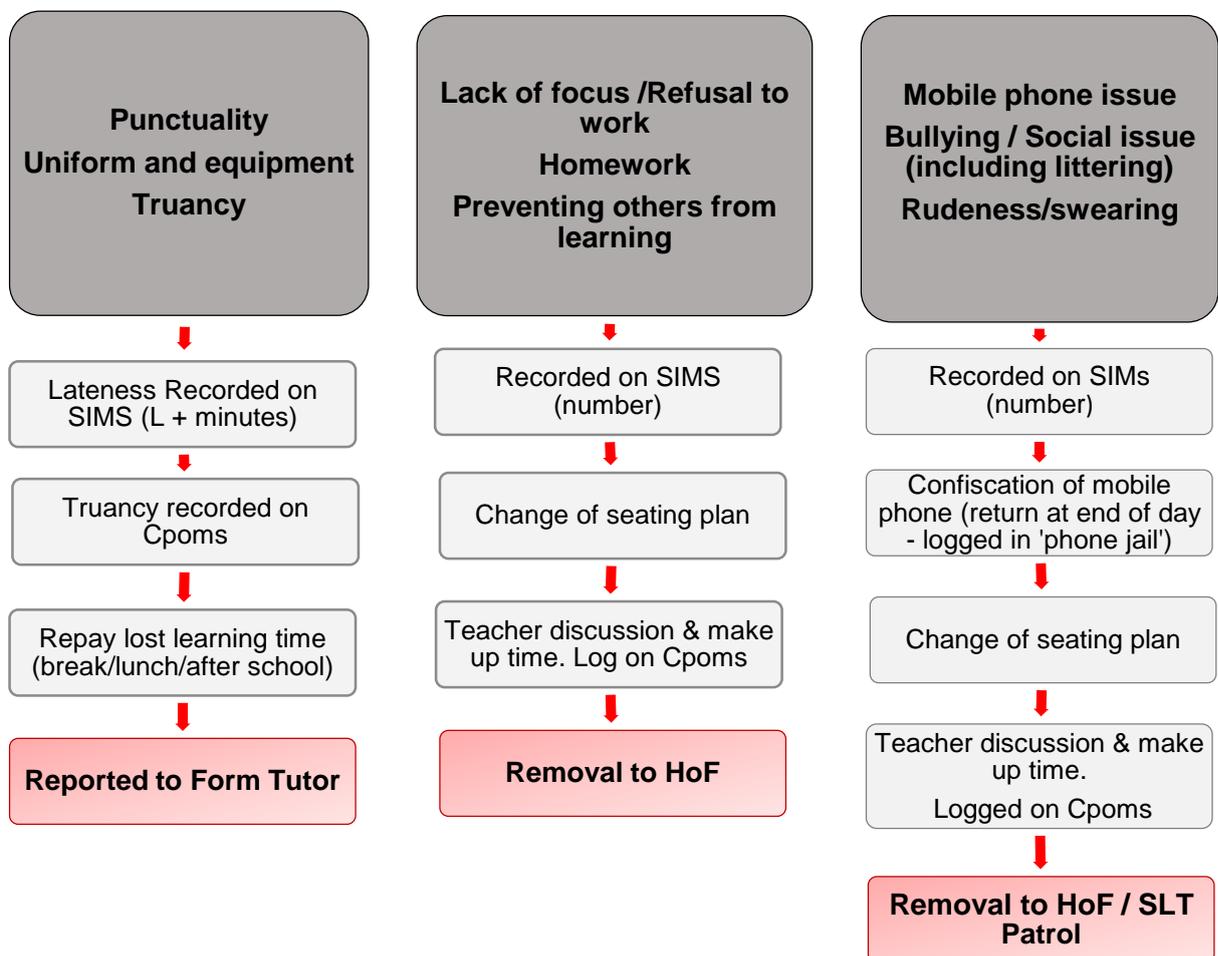
- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Appendix C

Roles and Responsibilities Charts

* must be logged on CPOMS

Class Teacher



Head of Faculty

Persistent repeat of poor behaviour

Phone call home

Arrange parental meeting with classroom teacher.
Logged on Cpoms.

Faculty remove

Head of Faculty Report

Failure to attend make up time.

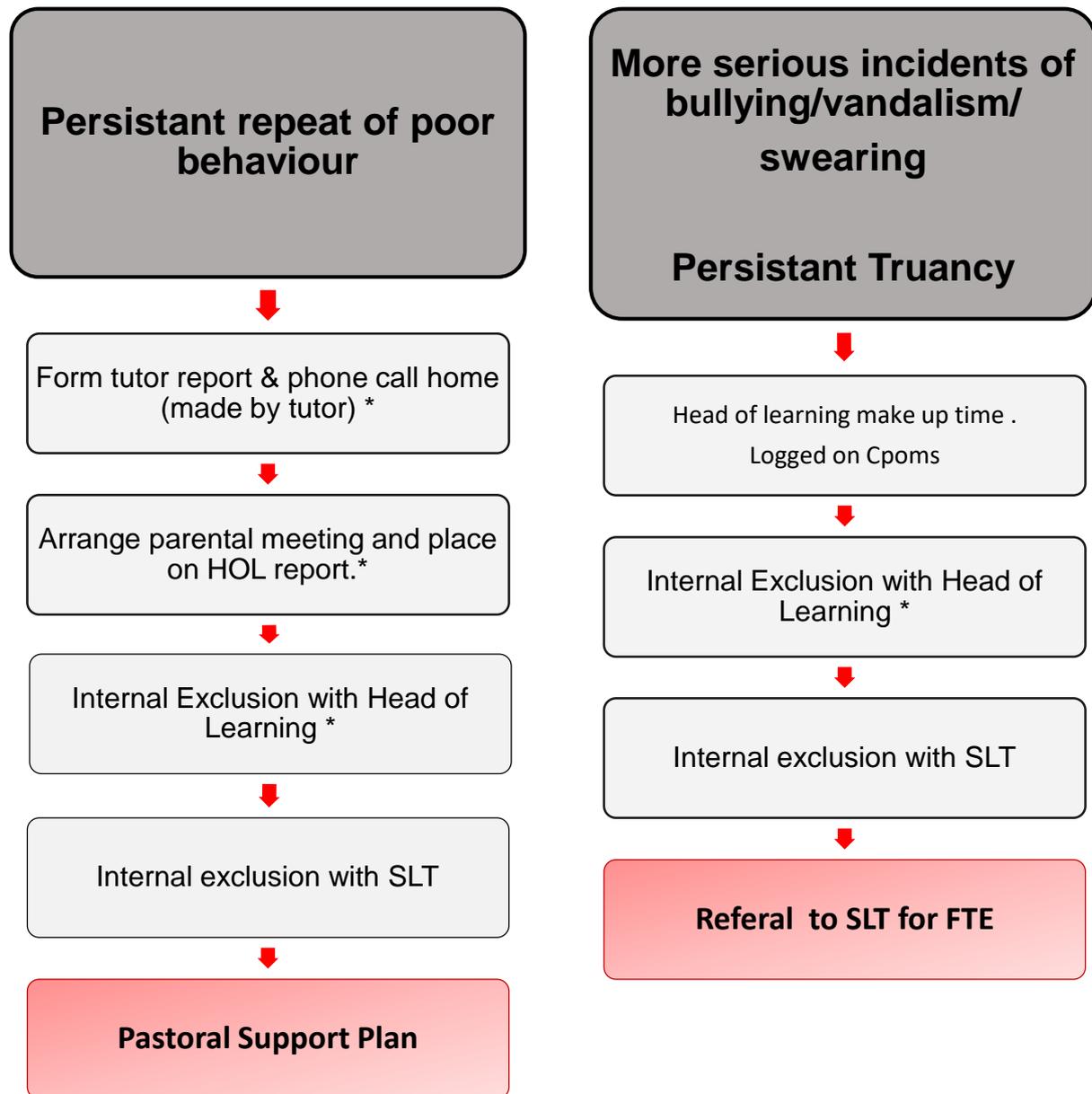
Persistent Truancy

Head of Faculty Discussion & Make up time during social time.
Logged on Cpoms

After school make up time with Head of Faculty.
Logged on CPoms

Referral to HOL /SLT Link

Head of Learning



Senior Leadership Team

Referral to Senior Leadership Team



Parental Meeting and place on SLT report*



Internal exclusion with SLT



Extended internal exclusion with SLT



Fixed-term external exclusion

Headteacher

Failure of SLT report, PSP or extreme incidents of behaviour



Fixed term exclusion



Permanent exclusion