



BEHAVIOUR AND REWARDS POLICY

Principles and Aims

At King's, we recognise that every student and member of staff is responsible for promoting good behaviour. We recognise that poor behaviour forms a significant barrier to learning and progress. To this end it will not be tolerated.

King's places specific focus on our ASPIRE code and measure both behaviour and rewards across the seven values of Aspiration and Achievement, Self-Awareness, Professionalism, Integrity, Respect and Endeavour. The ASPIRE code permeates all aspects of school life both in and out of the classroom environment and pupils clearly understand the character they need to demonstrate on a daily basis.

At King's, we aim to:

- Have a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent
- Reflect Government legislation as represented in the Education Act 2002 (amended 2011); The Education and Inspection Act 2006; DFE Exclusion from Academies in England; The School Discipline (pupil exclusion and reviews) 2012; The Education Regulations 2007; The Human Rights Act 1998; and the Race Relations Act 1976 (amended 2000)
- Ensure that all staff are aware of the powers available to them to sanction poor behaviour
- Ensure that students and parents are introduced on entry to the school's expectations via the Home/School agreement and associated documents
- Ensure that all students are clear about the school's expectations through their ASPIRE lessons, mentoring, visible displays in school and assemblies.
- Ensure that students review these expectations annually and sign this agreement in their Student Planner
- Ensure that students are familiar with the 'Monarchs' system and 'King's Auction' which rewards students for excellent behaviour and character
- Ensure that students understand how their behaviour contributes to their House profile
- Ensure that students understand how their behaviour contributes to the overall learning climate of the school
- Ensure Equality of Opportunity for all students
- Consider the impact of each individual's behaviour on the school community as a whole
- Work as part of a multi-agency network to help students achieve more
- Promote clear values and a clear moral code
- Enforce fair, consistent and appropriate sanctions when necessary
- Involve parents and governors wherever it is appropriate or required



- Use counselling where appropriate
- Use IEPs wherever relevant to support behaviour
- Utilize parental support and involvement:
 - I. when conducting reintegration meetings following a placement or short-term alternative provision placement
 - II. when conducting readmission meetings following fixed term exclusion
 - III. when issuing Parenting Contracts and/or Fixed Penalty Notices

Staff responsibilities

At King's, all Staff are responsible for maintaining a calm, safe environment by performing duties before and after school and at break times. The Leadership Team provide further support by patrolling key areas of the school during every break and lunchtime.

When reporting issues of a serious nature, an Incident Report Form must be completed by the relevant member of staff. The relevant sanction will be placed on Bromcom and in the student's file by the TAC team (Team Around the Child) when the Incident Report Form has been received and the appropriate action has been taken.

In order to support the DfE agenda 'Help Children Achieve More', students are placed into a specific tier of Need and Intervention by the TAC team in order to Ensure that staff, students and parents are aware of the sanction and/or risk of exclusion an individual student faces and of the intervention and support that is in place.

Identifying more sensitive needs

A student may have an identified need, such as a bereavement or LAC status that places them in a tier, without presenting behavioural concerns. Where the school has concerns, the TAC team and attached senior lead will adopt a 'Multi Agency' approach to assess the levels of need and implement the most appropriate levels of support. All staff take part in safeguarding and behaviour training at the beginning of the academic year and are required to familiarise themselves with the procedures to follow should they have concerns.

Behaviour Structures

All students are expected to behave in accordance with the school's expectations. In the classroom, King's uses a classroom leadership strategy across all curricular areas. Where students fail to comply in the classroom, it is important that such behaviour is challenged accordingly by application of this strategy and behaviour points are allocated as appropriate. The strategy can be seen below.



Classroom Leadership Strategy

At the start of each lesson all students are required to place their digital devices/planners on the desk in front of them with the planner/app open.

Incident	Symbol	Follow up action
1st Incident	NAME	Teacher may move the child or speak to them briefly at the end of the lesson.
2nd Incident	NAME	Pupil must report to the teacher after school for a conversation about the lesson and an ASPIRE essay. Negative ATL (3) placed in Bromcom, record of 'essay collected' made. Phone call home if essay not completed.
3rd Incident	NAME	Pupil given an ASPIRE essay and up to 1-hour detention after
4th Incident	NAME	Pupil will be given an extended detention on a Friday for two hours. An incident form will be completed and a copy will go home. The pupil may be placed on subject report by the teacher. Formal apology required. Negative ATL (4) placed on Bromcom.
5th Incident		All of the above and the pupil required to meet student

Escalation of poor behavior

Should a situation arise in a classroom where a student's behaviour escalates it will be necessary for the teacher to call for a member of the TAC team (Team Around the Child) or a senior member of staff. The principal aim of this is to resolve the situation and allow the student to continue with the lesson upon agreeing to abide by the expectations of the teacher.

Where the member of senior staff considers there to be a risk that poor behaviour may continue, they may remain in the lesson to assist in settling the class. Where a student has caused a significant breach of health and safety, they will be automatically removed from the class and the matter will be investigated and dealt with by a member of the TAC team. This may result in internal or fixed term exclusion and/or the senior member of staff, as appropriate. It is essential that all behavioural incidents are recorded by the subject teacher electronically on Bromcom.



As a Leadership academy, which places particular focus on the building and development of character, we want all colleagues at King's to be empowered in the management of student behaviour. We would never seek to undermine a teacher's authority by being considered 'more able' to deal with problems.

Where staff are finding recurring issues with certain students or classes we advise that they seek support and not tolerate this. It is recognised that we all face difficulties with students from time to time and staff should feel confident to ask for help. New staff undergo bespoke training at the academy to develop their behaviour management techniques both in and out of the classroom.

Tracking poor behaviour and attitude to learning

Behavioural records on Bromcom are analysed every week by the TAC team to identify patterns of poor behaviour and inform intervention strategies in support of both teachers and students. This is overseen by the senior member of staff in charge of TAC.

At King's, we track poor behaviour via 'Attitude to Learning' marks (ATLs'). An ATL 1 means a pupil has gone above and beyond; an ATL 2 means they have demonstrated the expected behaviour for a King's pupil in lesson; an ATL 3 means they have displayed behaviour that is not in line with the academy's expectations and an ATL 4 constitutes a serious breach of the King's behavioural policy.

All ATL marks are tracked on a weekly basis by the TAC team who apply the system of behavioural consequences for ATL 3s' accrued over time. The pupils are made aware of this system so as to empower them to take ownership over their own behaviour and self-regulate to avoid accruing ATL 3s' on the register. Please see Appendix B for additional information on how the ATL behavioural system is exercised at King's.

REWARDS

Rewarding good behaviour

At King's we fundamentally believe in the importance of rewarding students for demonstrating exemplary codes of practice across all aspects of their school life, including exemplary behaviour. We believe that the encouragement and rewarding of good behaviour and practice eg. following the ASPIRE code, working hard in lessons and producing high quality work builds student confidence and goes some way to minimising poor behaviour.

To this end, all teachers apply the 'Praise Strategy' in the classroom to reward pupils. This strategy can be seen below.



Praise Strategy for Classroom

At Kings we expect that pupils follow our ASPIRE code at all times. Those pupils that go above and beyond will be rewarded.

1st Recognition	Name on board with a tick. Monarch issued via Bromcom.
2nd Recognition	Positive ATL (1) placed on Bromcom (this is worth 5 Monarchs).
3rd Recognition	Positive referral on Bromcom and merit awarded (This is worth 10 Monarchs)
4th Recognition	All of the above and Praise Postcard sent home to demonstrate and appreciate achievement.

Each week, pupils are sent a Monarchs' statement, which shows them how many ATL 1s' they have received. In this way, they are constantly kept informed of how well they are doing. At the end of each learning cycle, King's runs a Rewards Bay auction where pupils are able to trade their positive ATL 1s' for prizes.

Some examples of prizes that pupils can bid for are:

- Vouchers
- Computer games
- Subway meal
- Baskets of goodies
- Teacher homework

ATL 1s' are tracked throughout the year and the highest achievers are rewarded by attending rewards trips across a variety of different leisure activities.

Some examples of rewards trips that pupils can attend are:

- Alton Towers/Blackpool trip at the end of the year
- Chill Factor trip
- Bowling



ADDITIONAL INFORMATION

Banned items

The following items are not permitted on the school site:

- chewing gum
- lighters
- cigarettes



- electronic cigarettes
- laser pens
- non-uniform clothing and footwear
- jewellery

This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive and inappropriate or that may compromise safety.

The following items are considered dangerous and are also banned:

- fireworks
- illegal drugs
- solvents
- knives
- blades
- pointed items
- alcohol
- guns (including plastic toys or replicas)

Students found in possession of 'banned' items will have them confiscated and may be excluded from school. In relation to dangerous items, it is likely the school will involve the Police. The school has the authority to 'dispose' of banned items.

Detentions

Detentions are used as a sanction in response to punctuality, poor quality classwork, lack of or poor quality homework and behaviour concerns. Staff may issue 'no notice' detentions, as stipulated in point 31 of the 2016 government publication 'Behaviour and discipline in schools: Advice for headteachers and school staff'. Further information on this is provided on page 41 of the King's Parents Handbook.

Malicious accusations



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Where students are found to have made malicious accusations against a member of staff that are proved unfounded the school will exclude the student concerned. Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent.

Exclusions

Guidance for parents on the school's expectations appears in the Home / School Admission Agreement, which is signed by the school, the parent and the student upon starting at the school. In the event of an external exclusion the school, parent and student are required to meet to sign a re- admission agreement, which stipulates the expectations placed on any student returning to school following a fixed term exclusion.

Risk Assessment

In order to Ensure that appropriate support is in place and the rights of all students to learn in an orderly environment are protected, King's may carry out a risk assessment in cases when a student is considered a risk to the learning or health and safety of other students or staff.

Where students are known to have been excluded, either permanently or for a fixed term, from their previous school, they will be risk assessed prior to admission to the school. The school reserves the right to risk assess any student on roll as a result of behaviour that causes concern.

When a student's behaviour falls below the parameters of being considered acceptable, the school operates a system of internal isolation and students are placed in a room away from their peers. In part, this is done to encourage the student to reflect on their behaviour and chosen actions with a view to improving their self-awareness and own behaviour.

Parents

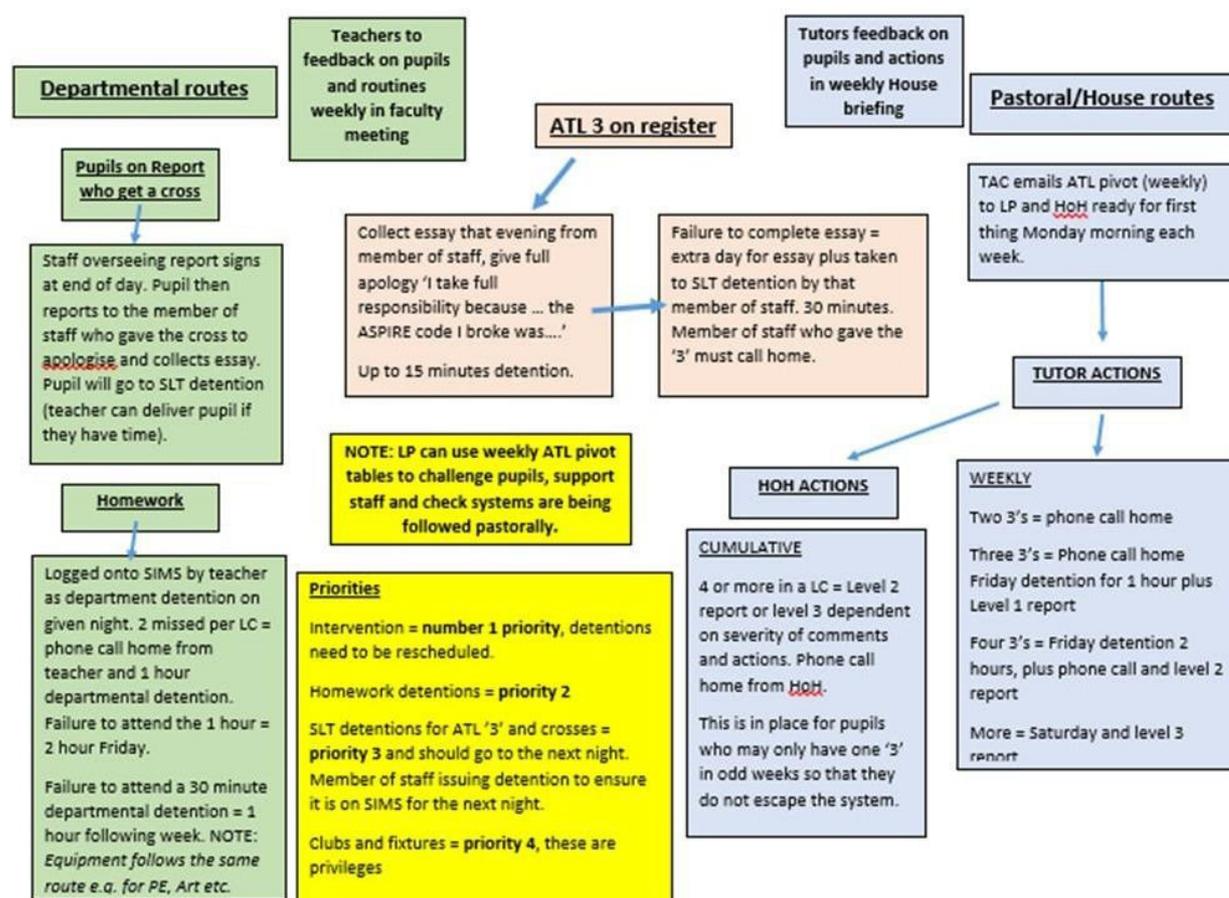
Parents are expected to behave in an adult, mature and amicable fashion at all times when on the school site or in conversation with members of staff. When a parent's behaviour is giving ongoing cause for concern the governing body has the authority to ban the parent from site.

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APPENDIX A

The diagram below is an example of King's departmental and pastoral behavioural routes. This is the structure that all teachers follow to Ensure consistency in pupil routines.



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APPENDIX B

Below is the system for behavioural consequences of accrued ATL 3s'.

 Behaviour Phases for 3's	Phase	Number of 3's	Consequences
	Phase 1	4	Phone call home by Head of House. Placed on report.
	Phase 2	7	Parents interviewed by Head of House.
	Phase 3	10	Saturday detention.
	Phase 4	15	Student Court. Further sanctions decided by Student Parliament.
	Phase 5	20	Governors Disciplinary Panel. Removal of privileges (such as Alton Towers reward trip)
	Phase 6	21+	Every additional five 3's will result in an instant Saturday detention.

Academic Tutors, House Leaders & HoH may offer additional measures as a supportive measure between phases.

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