



Behaviour Policy

2024-25

Chair of Governors signature:

Headteacher's signature:

Ratified: *subject to ratification*

Review: **Autumn Term 2024**

Person responsible for overseeing the implementation: Deputy Headteacher (Pastoral)



Stowe Valley

Stowe Valley Multi Academy Trust

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Kineton High School

Positive Behaviour Policy

Governors Committee	Curriculum and Achievement
Owner	Deputy Head (Pastoral)
Statutory	Yes
Review Date	October 2024
Monitoring	SLT/ML/Working Party

Terms used	
HOY	Head of Year
Class Charts	Behaviour recording system
SLT	Senior Leadership Team
SS	Student Services
HOD	Head of Department
ET	Engagement Tutors

Contents Section:

1. Key principles
2. Support
3. Living our school values
4. Rewards pyramid
5. Sanctions
6. Staff guidance
 - Detention
 - Target cards
 - Restorative Practice
 - HSB and Abusive Language
7. Exclusions

Related policies:

- Drugs policy
- Use of physical intervention
- Searches
- Anti-bullying
- Mobile phones
- Refocus policies and procedures
- Child Protection policy
- Teaching and Learning policy

Section 1: Key Principles

Building and maintaining relationships through restorative practice at Kineton High School we are committed to ensuring high standards of behaviour to ensure students engage well in lessons which will enable students to make progress.

A system that is fit for purpose:

Communication and clarity for all

Fair and Consistent for all

Supports the ethos and values of the school including high expectations/aspirations.

Driven by a celebration of success

Engage with stakeholders in an open and transparent manner

Clear policy and expectations – clear escalation stages to **educate away from reoffending**

Use emotional intelligence to restore good behaviour at the earliest opportunity

Vision statement:

Positive relationships are at the forefront of all we do at Kineton High School, we have a strong sense of community. We use a restorative approach to restore good relationships when there has been conflict or issues. We believe that high quality behaviour for learning is fundamentally driven by celebrating the success of all students whilst challenging incidents where this is not achieved and supporting students to learn from their mistakes. Our behaviour for learning policy seeks to ensure that all our students make positive behaviour choices, leading to a reduction in repeat negative behaviour (**education**), by ensuring that there is clear communication throughout the process and that restorative conversations happen at each point. A clear, fair, and consistently applied policy that upholds the ethos and values of the school of respect, ambition and kindness will allow all students the opportunity to fulfil their potential/all stakeholders to flourish. All staff are responsible for implementing/displaying these values. Our restorative approach aims to help students to improve emotional and social skills whilst instilling a sense of community and belonging. Our restorative approach will recognise the reason behind the misbehavior and focus on repairing relationships through a collaborative approach. Our restorative practices must be navigated through the application of effective restorative practices which we strive to develop/nurture for all members of our community and students are responsible for behaviour in accordance with the policy. Staff are all trained in the theory and practical skills/application of restorative practice to support the consistent application of restorative practice.

Section 2: Graduated Response

The following strategies will be used to try and bring about an improvement in a student's behaviour or as a practice measure to support a student:

1. Horizon

This is staffed from 8.30am to 2.45pm each day and provides support for students who need a period of time out of particular lessons in order to re-focus. It also provides a learning space for students on a reduced curriculum package through planned interventions. It is a safe place to be during break and lunchtime.

2. SEND Team

Where a SEND need has been identified (or is suspected) the SEND team can provide support and guidance e.g. SEND toolkit, key worker etc.

3. Engagement Tutor

The engagement tutor will work reactively with students who have been in refocus or RESET in an effort to prevent reoffending. They will also work proactively with identified students to remove potential barriers to their progress and maximise their engagement.

4. Target cards

These are used to ensure students take responsibility for improving their learning; they provide the opportunities for immediate praise, feedback to parents and if necessary, sanctions to be put in place.

5. Conduct/Corridor cards

These are used to ensure students take responsibility for improving behaviour around the school site. There is opportunity for students to immediately reflect and reset the behaviour but if necessary, sanctions to be put in place.

6. Mentoring/Champions

The school will assign a staff 'champion' for certain students. The role of the champion is to mentor the student, supporting them to remove any barriers to their learning and progress.

7. Reset Room

The Reset Room is a room for students to speak to a member of the pastoral team and work through their barriers to learning. This is a reactive room that can be utilised for conflict resolution on a short-term basis or as a space to calm down. This room will always be staffed by a member of the pastoral team. Students are expected to hand in mobile phones when in this room and they then have them returned once they have finished their time in the room.

8. Refocus Room

To be used for students where their behaviour has fallen short of a fixed term exclusion or has had a negative impact on the learning of others and/ or themselves. This is a planned intervention. Students will reflect on their behaviour and any restorative work undertaken to support their return to normal lessons. Work will be provided by their subject teachers to ensure they do not fall behind the rest of the teaching group. Students are expected to hand in mobile phones when in this room and they then have them returned once they have finished their time in the room.

9. PSP

Identified students may be placed on a Pastoral Support Plan to support their reintegration into lessons. This will be set up by the Head of Year/member of SLT. It will identify key support and SMART targets for

the student to achieve. This will be regularly reviewed with parents/carers.

10. ARK

Our alternative provision. Focusing on Core subjects interventions, personalized curriculum (e.g. ASDAN) and regulation strategies. This is part of the graduated approach to help student fully engage with our educational provision here at KHS.

11. External mentoring

The school is proactive in exploring ways to engage the local community in mentoring students.

12. Early Help Assessment (EHA)

The school works with external agencies through EHA and will support the family in order to access appropriate counselling and support.

13. Individual Behaviour Plans

These will be put in place in discussion with parents, teachers and the student to support the student in bringing about a positive change in their behaviour.

14. Time Out Cards

These are put in place when students need support with reset opportunities and for medical reasons. These are issued on a case-by-case basis and are assessed and issued by our Designated Safeguarding Lead Mr. Few

Section 3: Living our School Values

We expect all members of our community to live by and model our ethos and values (Ambition, Kindness and Respect - ARK), demonstrating these in their day to day behaviours. ARK is key to the ethos of the school and there is a weekly focus on one strand of ARK through the tutor programme.

To further support this aim we have the following expectations of staff, students and parents:

A) Creating a positive learning environment in the classroom

Staff will ensure that they:

- Use start of lesson protocols: Meet & Greet/Use of Routines/Revise in 5/Punctuality management
- Implement a flexible seating plan based on good knowledge of the students and their needs
- Know the learning needs of their students and accommodate accordingly through the planned activities to ensure positive engagement in learning, a direct link to the toolkit for specific individuals is clearly implemented.
- Take the register within 10 minutes of the start of the lesson and report unusual or unexpected absence as soon as possible
- Use praise and appropriate rewards to raise self-esteem
- Use positive behaviour management strategies at all stages to try and bring about a positive change in behaviour and engagement.
- Create a positive climate of learning showing good leadership skills
- Politely and calmly communicate agreed procedures, providing regular reminders of expectations – The Kineton Way
- Adopt safe, orderly and consistent routines for entering and leaving a lesson
- Model polite and respectful behaviour towards students at all times and listen to students' concerns
- Do not accept defiance or answering back; follow procedures and apply sanctions
- Follow up sanctions/rewards quickly, consistently and fairly by using agreed systems

Examples of strategies:

- Use Restorative Script
- Giving time for students to become silent – e.g. use of 3-2-1
- Non-verbal signals; catch their eye, smile, move near them
- Use of a student's name in a positive manner
- Encourage engagement, ask them a question
- Praise improvements or re-engagement
- Move the student, alter seating plan
- Quiet 1:1 conversation with the student-Restorative Scripts
- **Short** time out of the classroom
- Contact with parents/personal tutor/HOY
- Understand that some students need different strategies and regular positive reminders to engage, check toolkit.
- Check students have understood the instructions
- Allow students the opportunity to raise concerns and listen to their viewpoint
- Support students with their organisation if required
- Positive body language

- Provide reflection time to allow students to make the right decisions
- Reiterate expectations clearly and regularly

Students are expected to:

- Work to the best of their ability, showing perseverance and pride in their work
- Listen in silence to the teacher and peers
- Be silent when required e.g. during Silent Study or the register. Respond appropriately to staff e.g. "Yes Sir/Miss/Ms" or by using their teacher's title and surname
- Enter and leave the lesson quietly, standing behind their chairs until dismissed
- Abide by the teacher's seating plan; any discussion regarding this should happen at the end of the lesson privately with the teacher.
- Follow all instructions on the first time of asking and ask for them to be repeated if necessary.
- Be fully equipped for learning – pen, pencil, ruler, colours, calculator, eraser
- Abide by the code of conduct
- Engage positively in restorative practice e.g. Accept responsibility; be able to apologise sincerely
- Respect their right to learn and that of other students

B) Ensuring movement around the school is safe and orderly and that students have a safe and positive experience during social time

Staff will ensure that they:

- Are on duty punctually with hi-viz jackets and walkie-talkies; are consistent with their expectations of students and are aware of, and enforce, 'out of bounds' spaces
- Engage with students; are polite and positive
- Talk to students who appear unhappy or isolated and follow up with relevant pastoral staff.
- Address all inappropriate behaviour and issues, reporting serious issues immediately to the duty leader for follow-up
- Model expected behavior e.g. Show good manners e.g. greeting students
- Implement the school corridor card system fairly and consistently

Students are expected to:

- Be in the correct places at the correct time
- Follow instructions on the first time of asking
- Respect the environment, use litter bins and report vandalism
- Use 'school appropriate' language in their conversations (e.g. No swearing)
- Walk around the school sensibly
- Respect each other and live by the school values of Respect and Kindness.
- Seek adult help if they are aware of any inappropriate behaviour or unhappiness with regard to themselves or other students
- Adhere to the non-smoking/vaping policy which applies to all staff and students
- Engage with the restorative script
- Be polite and friendly to all members of the school community

- Wear the correct school uniform in the expected way
- Walk on the left on the stairs
- Be punctual to lessons
- Act responsibly and be a role model to others
- Abide by out of bounds areas
- Show good manners e.g. greeting staff and holding doors open
- Abide by the queue arrangements
- Show the same respect to all members of staff
- Continue to NOT use mobile phones or electronic devices
- Carry their 'corridor card' at all times

C) Ensuring homework contributes to outstanding progress

Staff will ensure that they:

- Set high quality worthwhile tasks with clear deadlines which contribute to students making outstanding progress
- Set homework regularly according to the school guidelines, using the agreed 'Classcharts' platform.
- Ensure ILT tasks are on the website and make the necessary arrangements for SEND students where this is part of their toolkit
- Support students in sticking or stapling ILT sheets into journals and ask students to record homework and deadline in their journals
- Acknowledge/mark/follow up homework
- Communicate with parents over any issues as they happen
- Follow school procedures for late homework and record late/missed homework

Students are expected to:

- Provide written communication from home e.g. note in the planner, if homework deadline is not going to be met before lesson
- Attend homework/subject clubs for more support if needed
- Complete the homework to the best of their ability

D) Ensuring that parents work in partnership with the school to support their child's progress and personal development

Parents are expected to:

- Be supportive of the school and buy into the school's ethos and values- The Kineton Way
- Act as ambassadors for the school, particularly with regard to social media
- Be aspirational for their children

- Be confident in bringing concerns to the school's attention, using appropriate channels
- Attend parents' evening and other meetings to support their child's progress and wellbeing
- Support school policies and sanctions
- Ensure child has the correct uniform and PE Kit
- Equip students with the required equipment
- Provide positive and constructive feedback as appropriate
- Work in partnership with the school to provide consistent messages for students
- Support students with homework tasks and alert school if a student needs additional time or help
- Support the school when implementing the restorative practices
- Ensure students attend school and support the school in ensuring punctuality

Teaching Behaviour, learning skills, and Respect in School

We actively seek to teach positive behaviour in school to all students – however it is important to recognise that the delivery or, and content, of this will need to be personalised to the individual student. The LEARN acronym is used to teach effective learning habits to all students across the academy. Listen to the speaker/ Engage be curious and try your best/Attend lessons on time and ready to learn/Respect and good manners/ No excuses. This is delivered through dedicated tutor time sessions as well as being consistently modelled and referred to during lessons.

This is supplemented by our whole school focus on ARK (Ambition, Respect, Kindness). These are our three core values, and these are revisited regularly through the pastoral programme through our ARKtivity. These sessions develop student awareness of the importance of these values and their place in the school community/society as well as how to demonstrate them in set situations.

LORIC is a further facet of our delivery of learning skills (leadership, organization, resilience, initiative and communication) that is delivered through our tutor programme. This is delivered to years 7-10 and focuses on developing a n individual (and whole school) understanding, and application of, these skills.

Assemblies are also used to deliver key messages and training to students in all year groups. These are an opportunity to link back to our core values as well as the Fundamental British Values/to support the delivery of Character and Culture. Assemblies are generally year group based to allow an appropriate adaptation of the message, but they can be single sex etc as needed to support the delivery of the core message/training.

Character and Culture is critical to our teaching of behaviour, learning skills and respect in school. This is a fortnightly session which covers a wide range of content and skills but focuses on developing the wider student. This is taught in tutor groups to allow appropriate and targeted discussion and is led (where possible) by the form tutor (who has the best knowledge of how to adapt the material for the group). Our zero tolerance approach to HSB and HSV has been delivered through these sessions (developing the work already done through assemblies and tutor time)/.

As noted, some students will need additional support in developing their understanding of behaviour, learning and respect. As such we have a graduated response (see earlier section) to support these students. When developing an understanding of behaviour, learning and respect, we have also engage with the LA work based on the Ross Greene research (Lost At School) focusing on training staff to Collaboratively Problem Solve with students. This intensive work helps to teach the student in question how to develop their own problem solving skills and is a crucial in supporting some students in developing their understanding of behaviour, learning and respect.

Section 4: Rewards Pyramid

We believe in the importance of rewarding and recognising positive behavior choices. Our main "currency" for this is House Points and there are now 4 categories for rewards on Class Charts:

Effort:

Often, this is the most used reward. It allows the recognition of effort in all of its different forms in the classroom, learning at home, and overcoming barriers: whatever they may be.

Progress:

Progress can be not only the movement in working at grades, but skills focused also, potentially mastering something.

Attainment:

This can be the attaining of a grade or mark in assessment, reaching a goal, even scoring a perfect score in attitude to learning.

Please can we look to ONLY award for one of these to a student, rather than 2 or all of them. A short comment will be given where possible to allow the form tutor to share success each day and each week.

Community:

This can be for in school and out of school. Simple things like holding the door open, saying thank you for the lesson, helping others, selflessness, charity work, going above and beyond.

Students efforts and attainment will be recognised in the following ways (not an exclusive list):

- House points
- Phone calls/postcards home
- Termly HOY Rewards assemblies/certificates
- Queue jump lunch cards
- Non uniform days
- Enrichment opportunities e.g. reward trips
- Voucher draws
- Pizza parties
- Annual Awards Ceremony

We will engage with student voice to evaluate the rewards/recognition that students want and adapt our rewards policy accordingly.

Level 4 Behaviour examples:

- One very serious incident
- Serious physical assault
- Possession of drugs/weapon
- Persistent breaking of the school's behaviour policy

Level 4 Potential Strategies/Sanctions:

- Permanent Exclusion/loss of school place
- Police/other agency Involvement

Level 3 Behaviour examples:

Continuation of level 2 behaviour after sanction and/or:

- Persistent defiance
- Escalation of level 3 behaviour
- Physical assault or other behaviours that pose a threat to students.
- Threatening behaviour
- Persistent bullying
- HSV
- Persistent racial / abusive / discriminatory behaviour
- language towards staff and or students

Level 3 Potential Strategies/Sanctions:

- Suspension – reintegration meeting.
- Pastoral Support Plan
- Off Site Direction: Up to 10 weeks
- Refocus Room
- Short term OSD to another schools isolation room
- On Call used
- SLT report
- Senior Detention
- **Restorative conversation with the student.**
- **Reporting persistent racial / abusive language to the LA**

Level 2 Behaviour examples:

Continuation of level 1 behaviour after sanction and/or:

- Rudeness to adults
- Continued Defiance
- Concerns raised across a number of subjects (HOY)
- Physical altercation
- HSB Language towards staff and / or students
- Racial / Abusive Language towards staff and students
- Bullying

Level 2 Potential Strategies/Sanctions:

- On Call used
- Department Parking – short term lesson removal
- Subject/HOY report
- Refocus Room
- Parental meeting/contact
- After school detention
- Loss of social time
- Senior Detention (for HSB language)
- **Restorative conversation with the student**

Level 1 Behaviour examples:

Persistent level 0 behaviour and/or

- Off task behaviour
- Inappropriate language during a lesson
- Disrupting the learning of other students.
- Truancy/Lateness
- Defiance

These are inappropriate behaviours that generally do affect the learning of others

Level 1 Potential Strategies/Sanctions:

- Parental contact (teacher)
- Department parking
- After school detention
- Social time detention
- **Restorative conversation with the student.**
- Official warning (further action on the third)

These behaviours should be logged on Class Charts

Level 0 Behaviour examples (not exhaustive):

- Swinging on a chair
- Tapping a pen
- Off task during a lesson (first time)
- Failure to be ready to learn (e.g. no pen)

These are individual inappropriate behaviours that generally do not affect the learning of others.

Level 0 Potential Strategies/Sanctions:

- Non-verbal cues
- Quiet conversation – reminder of expectations/unearth the cause
- Positive reinforcement for peers
- Time out

Staff may choose to log these as information.

Section 5: De-escalation ladder (including sanctions)

Level 4:

Headteacher

Level 3:

Senior Leadership Team

Level 2:

Head of Year

Head of Department

Level 1:

Form Tutor

Class Teacher

Level: Non sanctionable behaviour/Home School Agreement

Student Hub
(proactive
strategies)

SEN

*The aim is to de-escalate the behaviour not escalate the sanction.
Remember: context is key – **why** is the behaviour occurring?
Use of restorative scripts on page 14.
After 2 well considered (EI!) warnings further action should taken (on the third).*

Section 6: Staff Guidance

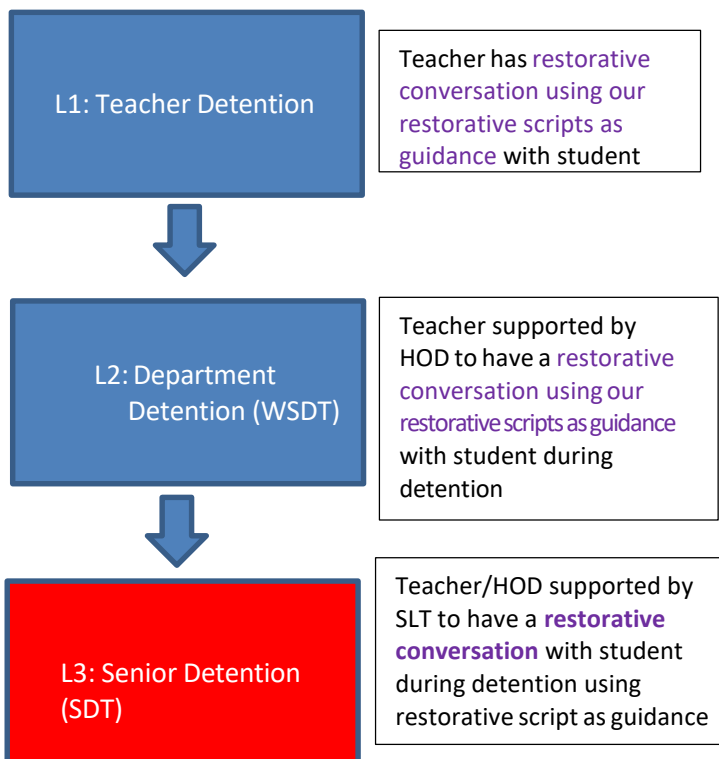
Detention Process: Overview

A core purpose of the detention should be to facilitate a restorative conversation using the restorative scripts as guidance and to ensure that a clear reintegration into lessons is achieved.

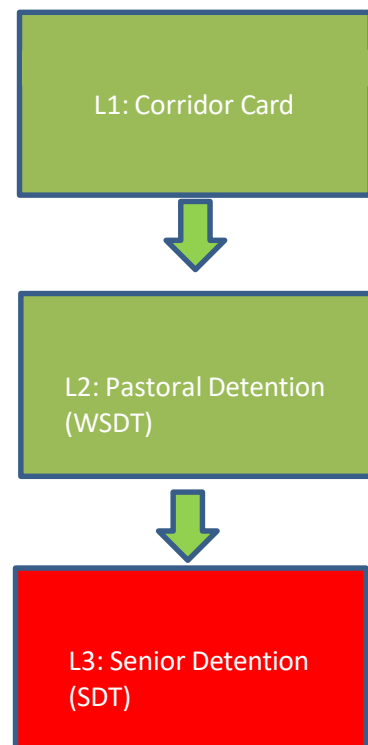
Detentions will set through Class Charts – a reminder text will be sent centrally. This will refer the parent/carer to the previous communication from the member of staff about the detention.

Behaviour level	Detention type	Staff responsible	Detention length	Parents/carers informed by the person setting the detention
1	Corridor/Conduct Card	HOY	10 minutes	No
1a	Teacher: social time	Teacher	Max 20 mins	Yes
1b	Teacher: after school	Teacher	Max 1 hour	Yes
2	Department (WSDT)	HOD	1 hour	Yes
2	Pastoral (WSDT)	HOY	1 hour	Yes
3	Senior (SDT)	SLT	2 hours	Yes

Curriculum Route:



Pastoral Route:



Target Cards/Report Cards

Target Cards (or report cards) are primarily used to support the pupil in making specific and manageable improvements to help their progress, behaviour and/or learning at school. They should ideally be made in agreement with the student and the target card should last for a set period of time before it is reviewed. Staff should complete the target card for the student each lesson and discuss the reasons for any grades given. The member of staff with oversight of the target card should review the card with the student during the day (ideally at the start/end of the day and break/lunch time) and discuss any positives/concerns. Sanctions and rewards can then be issued as appropriate.

Target cards come in a variety of forms:

- Form Tutor – these can be put in place by the form tutor and usually last for 1-2 weeks.
- Subject teacher – these apply only to lessons in this subject and will usually last for a series of lessons (e.g. 5)
- Head of Department – this is an escalation of the subject teacher target card and will see the pupil report to the Head of Department for a series of lessons.
- Head of Year – this is an escalation of the form tutor report
- SLT – this is an escalation of the Head of Year/Head of Department report and will usually last for 1 week in the first instance.

Target cards come in two varieties: daily and weekly. The member of staff setting the targets can decide which style of report best suits the pupil in question. All reports should be passed to student services to be put on the pupil's file when complete.

Parents/carers informed when a pupil is being placed on report since it is important that they are aware and able to check the targets and discuss this with the pupil. Often the placing of a pupil on report may come from a discussion with the parent/carer in question e.g. at a reintegration meeting.

When a pupil is placed on report this should be recorded on Class Charts.

Restorative Practices Approach

In the Classroom

Steps		Actions
1	Reset/Reminder	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our three values-Ambitious, Respect and Kindness. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reset reminder.
2	Last Chance(before Parking)	A verbal caution delivered privately. If possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase. 'Think carefully about your next step'. Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour from this pupil.
3	Parking -30-Second Script when parked	If the pupil still does not engage, use the 30 –second script. Attach 'Stay behind two minutes after class' to this step. This two minutes cannot be removed or reduced.
4	Time/Out	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time outside the classroom.
5	Restorative Conversation(when it gets to DT time)	5 minutes after class for restorative conversation/10 minutes in reflection time) This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete

Restorative Scripts

30 Second Script

'I noticed you are....'(wandering around the classroom)

'You are not showing our school Value....'(respect)

'You have chosen to....'(stay behind at breaktime to catch up with your work)

'Do you remember when you....'(finished all your writing)

That is who I need to see today.
Thank you (for listening)

Restorative Questions

1-What happened?

2-What were you feeling/thinking at the time?

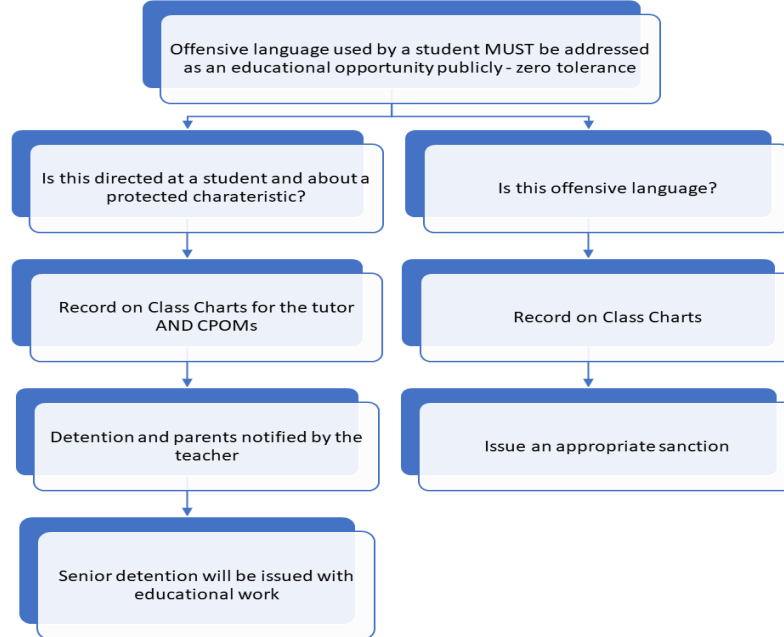
3-How did this make other people feel?

4-Who has been affected and how?

5-What should we do to put things right?

6-If this happened again, how could you do things differently?

Addressing HSB and abusive language



Examples of abusive words used against a protected characteristic.

- Bitch
- Faggot
- Gay
- N*gger
- M*nkey
- Slag
- Retard
- Spastic
- C*nt
- Body shaming

Examples of offensive word

- F*ck
- Sh*t
- D*ckhead
- Sh*thead

K
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Suspensions and Permanent Exclusions

Loss of social time

Students will lose their break and/or lunch at the discretion of the Head of Year, following poor behaviour while on target cards or as a result of poor behaviour during break and/or lunch. If this is for an extended period of time, parents will be informed.

Internal exclusion – Use of refocus room

Students who are ‘internally’ excluded from lessons will be asked to hand their mobile phone into Student Services, where it will be locked away until the end of the day. They will work away from peers under the supervision of an adult. They will not circulate with other students during break or lunch. Parents will be notified on the day prior to the ‘exclusion’ and their day will end at 3.45.

Suspensions

The school follows the guidance from the DfE and expert advice will be sought from outside agencies as the need arises. Suspensions will be used for serious breaches of this policy.

After a suspension, students and their parents will be expected to attend a readmission meeting. The aim of this meeting is to discuss the reasons for the exclusion and to look at strategies, actions and supportive measures which can be put in place to avoid future suspensions. An individual behaviour plan will be agreed to support the student. For students who have been suspended on three or more occasions during their time at school, a governor may attend the reintegration meeting. If there is no improvement in behaviour, a formal governors’ disciplinary panel may be convened.

Kineton High School follows the DfE guidance on Suspensions and Permanent Exclusions September 2023 which states that a pupil may be Permanently Excluded in response to a serious breach, or persistent breaches of the school behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff and pupils in the school.