

Behaviour and Expectations for Learning Policy

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Chair of Governors: Daniel Monk

Control Sheet

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Version 1	September 2022	Principal	
Version 2	September 2024	Executive Principal	Minor changes to reflect slight change in procedures

NORTHERN LEADERS TRUST VISION

“Students are at the centre of everything we do. Through collaboration, every aspect of our work is of high quality. Our academies deliver an ambitious and inclusive curriculum. This enables all students to have high expectations and to excel academically and socially.”

Our vision is underpinned by our values. Our value of shared expectations includes:

THE ONE TRUST RULE

“Every student and adult is expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people and their wellbeing at all times.”

Be Safe, Be Engaged, Be Kind

Legislation and Statutory Requirements

This policy is based on advice, contained in the following documents from the Department for Education (DfE):

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- Equality Act 2010: advice for schools
- 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 0-25 years
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Good behaviour is the responsibility of all students and staff with the Principal having ultimate responsibility for promoting effective learning behaviours.

Parents support the school by ensuring their child is in school on time ready to learn and adhere to the One Trust Rule. Some examples of expected behaviour are listed below, this is not an exhaustive list.

Behaviour Guidelines and Expectations

1. Classroom Behaviour

- Students follow instructions at the first time of asking.
- Students respect each other and their learning and do not interrupt, shout out or talk over others.
- Students bring their own equipment and PE Kit to school allowing them to make a prompt start to learning in all lessons.
- Students enter classrooms in an orderly manner and immediately complete the Connect activity
- Students always complete tasks and homework to the best of their ability.

2. Around the School

- Students keep to the left and move quietly, quickly and calmly to lessons.
- Students wear the school uniform with pride.
- Students take pride in our school and respect the building.
- Students hold the door for each other and adults
- Students line up as directed after break and at lunch allowing key messages to be shared before moving calmly and with purpose to lessons.
- Students do not eat or drink outside dining areas in the school building (except for plain water).
- Students do not chew gum when on school property.

3. Be kind - at Kenton School we strongly uphold our motto “All different all equal”

- Students should respect all differences.
- Students are respectful to each other and all adults.
- Students do not bully others.
- Students do not use racist, sexist, homophobic or any other insulting language and behaviour.
- Students do not use social media sites to post offensive or inappropriate comments or pictures. Students are always respectful and take care if accessing social network sites such as Facebook, Snapchat or Instagram.

4. Mobile Phones and other electronic devices

Mobile phones and other electronic devices (such as air pods) must be switched off and kept in a bag on school premises. If a mobile phone or other electronic device is seen in school, it will be confiscated and given to reception. This can be collected by the student initially at the end of the school day. Repeated incidents will result in the device being collected by the parent/ carer after 3pm.

Emergency phone calls can be made by an adult at student reception, year leader office, the attendance office or Reception. If students need to contact parents during the day, they should do this via school staff only.

5. Smoking and vaping

Kenton School has a zero tolerance on smoking, including electronic devices, to promote good health and benefit site users.

6. Fire Alarms

Maliciously and deliberately setting off the fire alarm will lead to permanent exclusion. The mass disruption this causes the school population cannot be tolerated.

7. Drugs

Kenton School has a zero tolerance on drugs. Carrying or using unlicensed or illegal drugs may lead to permanent exclusion.

8. School Uniform

Students are expected to wear uniform at all times when in school or when representing the school elsewhere.

Hairstyles and makeup should be conservative. Only natural hair colour will be permitted. False nails / nail extensions, nail varnish and false eyelashes / eyelash extensions are also not allowed.

The wearing of any headwear including those that hide the face e.g. hoodies, balaclavas and snoods is prohibited on the site. An exception is made for the purposes connected to religion.

Students should remove outdoor coats on entry to the school building and should not be worn inside. Items will be confiscated and returned at breaktime/ lunchtime or the end of the school day.

9. Lateness

Students are expected to be on site by 8:30am. Students arriving late will be issued with academic catch up that day, instead of their elective curriculum option, repetitive lateness can result in further consequences.

10. Allegations Against Staff

We would encourage students and parents to notify the school immediately of any incident that has caused upset or concern.

All allegations made against staff will be investigated under the terms of our Safeguarding Policy. Where professional malpractice has occurred, issues will be dealt with in line with the school's Code of Conduct.

In the event of a malicious allegation, the school has the right to take disciplinary action against the perpetrator of the malicious allegation, which could result in permanent exclusion.

11. Use of reasonable force

Kenton School has a legal duty of care for all our students. In line with DfE guidance, members of staff have the power to use reasonable force to prevent students committing an offense, injuring themselves or others or damaging property and to maintain good order and discipline at the school among pupils.

Where a student is creating a situation where they are threatening the well-being of other students, reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Staff are strongly advised to avoid physical contact with all students at all times, except as an essential part of instruction (e.g., some PE activities). However, occasionally situations may arise where the member of staff may need to use reasonable force to ensure their own safety or that of other members of the school community.

Reasonable force can be used to prevent students:

- From hurting themselves or others
- Causing damage to property
- Causing disorder within the class or school grounds

In our school we will use reasonable force to:

- Prevent a student leaving the classroom where allowing the student to leave, would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student
- To stop a fight in the school grounds
- Restrain a student at risk of harming themselves through physical outbursts

Reasonable adjustments will be made for disabled children or children with SEND. Where reasonable force has been used in school, parents will be informed and an incident form completed, the Senior leadership team must be notified, and this will be recorded via CPOMS. Key staff have had Positive Handling Training and can be called upon for support in these rare instances.

12. Searching and confiscation

The school has the right to search any student where there is concern that they are in possession of any item or substance that may endanger the safety of that student or any other member of the school community. Permission to search should be obtained from either the Principal or Deputy Principal. Searches should be conducted discretely in the presence of the Principal, Deputy Principal, Year leader. A member of staff is able to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out below. (Section 94 of the Education and Inspection Act 2006)

After any search school will confiscate the item and dispose of it in the following way

Items banned in the school rules	Procedure after confiscation
Mobile phones in inappropriate circumstances	Held until the end of the day and then returned to the student from reception
Other electronic devices	Held until the end of the day and returned to the student from reception
Cigarettes, tobacco, vaping equipment	Disposed of
Prohibited Items	
Knives & other weapons	Handed over to police
Alcohol	Poured down the sink
Drugs	Handed over to police

Parents will be contacted if a student has had an item confiscated.

13. Off-site/ out of school behaviour

The school has the right to take disciplinary action against a student for misdemeanours that take place outside of school and / or bring the reputation of Kenton School into disrepute. This is especially so when a student is wearing school uniform or is in the vicinity of the school or on public transport travelling home. Fights or acts of aggression outside of school will not be tolerated. This included the filming or goading of fights.

Child-on-Child Abuse, Including Sexual Harassment

The school takes all cases of child-on-child abuse very seriously. This includes any forms of harassment that targets a student based on their gender, sexuality or ethnicity. Students are encouraged to raise a concern with staff where they feel they or someone they know, is being targeted in any way. This can include:

- Name calling
- Being touched inappropriately
- Being spoken to in a way that makes a student feel uncomfortable
- ‘Upskirting’
- Sexting
- Coercive or controlling relationships
- Social Media abuse
- Revenge Porn

The school will contact parents/carers and when appropriate refer issues to police and Children’s Social Care.

In-class Behaviour Expectations and Rewards

All students are immersed in a culture of praise both inside and outside of the classroom. Praise boards, applause moments, postcards and conversations with members of staff are all used to embed this culture.

Each half term, students with exceptional Attitude to Learning grades are invited to attend a celebration event with senior members of staff to acknowledge their achievement.

ATTITUDE TO LEARNING DESCRIPTORS	1 – Excellent Always tries their best in lesson and contributes enthusiastically and maturely	2 – Good Contributes effectively and generally tries hard
	3 – Satisfactory Generally does as asked but could work with more energy	4 – Cause for Concern Can be disruptive and difficult to motivate

Rewards

Kenton School Bonus Points: Students will earn Bonus points for meeting the Kenton School Challenge by having excellent attendance, always trying their best, developing their capability as a learner and demonstrating that they are caring, cooperative and contribute to our community. This will be recorded on Class Charts where parents can view these by downloading the app.

Kenton School Stars: Each lesson, learning coaches will pick one student as their ‘Studio Star’. This can be, but is not limited to, commitment to learning or contribution in class.

Expectations for Learning System

P1	Name on the board
P2	Verbal praise
P3	Applause moment
P4	Postcard
P5	Phone call home and Studio Star, recommended for Principal’s award

C1	First disruption to learning - the student’s name is recorded on the Lost Learning Board with a tick.
C2	Second disruption to learning – a second tick is added to the student’s name on the Lost Learning Board.
C3	Third disruption to learning – a third tick is added to the student’s name on the Lost Learning Board.
C4	Fourth disruption to learning - a fourth tick is recorded against the student’s name on the Lost Learning Board. The student is sent to the C4 Buddy Room to complete the period before returning to their next lesson. That day the student will miss their elective curriculum and instead attend academic catch up, and parents are informed of this through Class Charts.
C5	If a student is involved in an incident in a classroom that requires them to be immediately removed from the lesson, they may be sent to the C5 Reflection Room for the rest of the day.

	A student issued with two C4s in a day will also be sent here. In both instances a next day 60 minute after school detention is issued and parents are informed of this through Class Charts
Failed C4 Detention	A student who fails to complete a C4 detention will spend the following day in the C5 Reflection Room.
Suspension	When all interventions have failed to improve behaviour, a student will be issued with a suspension. This can be internal, directed off site or external.

A student failing to behave appropriately outside of taught sessions, e.g. break, lunchtime, may be issued with a C5 Reflection Room or suspension where appropriate.

Students in the C5 Reflection Room over break and lunch will be offered toilet breaks and provided with lunch to be eaten in the room.

A student failing to behave appropriately in the C5 Reflection Room may be issued with a suspension.

On report/Behaviour contract

Parents/carers will be contacted and the reasons for the report and the aims of the report will be discussed. Parent/Carers will see the report daily and sign it.

We use a scaled reporting system, in the first instance students who are not meeting our high expectations will be placed on tutor report for a period of 2 weeks. At the end of this time if behaviour has improved then they will be removed from the report. However, if poor behaviour choices continue or there has been significant misconduct then they will be placed on report to the head of Key Stage and a parental meeting will be held. Should the behaviour continue after appropriate support has been put in place then the student will be placed on Assistant Principal's report. The final stage for behaviour is reporting to the Deputy Principal and at this point it must be recognised that the student is at risk of permanent exclusion.

Students who persistently fail to meet the expectations of the Kenton School Challenge with poor learning behaviour may experience these more serious behaviour consequences:

Buddy Schedule

Occasionally a situation may arise which requires a student to be removed from their usual class and placed in another classroom. All staff should familiarise themselves with the Buddy Schedule which outlines other appropriate classes for a student to move to.

Exclusions and Suspension

“Good behaviour in schools is essential to ensure that all students benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, suspension, managed moves and off-site direction are essential

behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.”
DfE - Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement (2022)

Internal Exclusion

For more serious incidents of behaviour, students may be internally excluded and spend time in our inclusion Base. The Base runs from 8.30am until 3.30pm and students are set work by their teachers to complete while there to ensure disruption to their learning is minimal. Telephone contact will be made to inform parents/carers of internal exclusion.

Suspension/Fixed Term Exclusion

Students may be excluded from school premises for short term periods e.g., 1, 3 or 5 days. Parents will be informed of the exclusion and must attend a reintegration meeting with their child, and this will be attended by the Vice Principal, Assistant Principal or Year Leaders.

Permanent Exclusion

Whilst Kenton School works hard to avoid this sanction it reserves the right to exercise it when the learning and welfare of students and staff is placed at risk. This is the equivalent of Dismissal from employment.

Reintegration from Suspension

A reintegration meeting is held with all students returning from a suspension and their parents. The focus of these meetings is to offer the student a fresh start; help them understand the impact of their behaviour on themselves and others and to plan for future learning, to allow students to successfully meet the school’s behaviour expectations. The meetings also provide an opportunity for additional academic and pastoral interventions to be introduced to meet the student’s needs and prevent further suspensions. Parents and carers are invited to attend these meetings remotely if they are unable to do so in person.

Agencies the school works with to assess and support the needs of pupils who display continuous disruptive behaviour

Additional Support: When a student’s behaviour and attendance difficulties are seriously undermining achievement a student may be referred by senior staff to a range of other external agencies including:

- Educational Psychologists
- School Counsellor
- Health Service
- YOT
- Early help

Antibullying strategies

- Pastoral team
- PSHE
- Improving the school environment
- Assemblies
- School council
- Positive adult modelling of professional relationships and communication
- Restorative ethos and culture

Staff Induction, Training and Support

Expectations of behaviour are clearly communicated with all staff at Kenton School. Staff regularly receive bespoke training to support the needs of our students including those with special educational needs, disabilities, or mental health needs. Training for staff has an emphasis on both positive reinforcement and sanctions.