



# Behaviour Policy

For review by: Deputy Head of School

Approved by: Academy Governance Committee

Date of last review: Sept 2022

Date of next review: Sept 2024

## Introduction

### Rationale

This policy clarifies what we see as best practice in terms of positive behaviour management to establish the highest possible standards of behaviour at IKB Academy. It aims to ensure every lesson is focused on learning, free from distractions and to enable every student and staff member to feel safe and happy; confident that the environment is one where people are kind, courteous and respectful at all times.

The policy also exists to clarify the rules and systems in place to ensure learning occurs in the best possible conditions. This includes sanctions for when rules are not followed, but also the reward system to allow students, parents/carers and teachers to see how well students are progressing in subjects and recognise and celebrate sustained good work or effort. All members of the school community - students, staff, parents and carers – are expected to support and follow these rules and systems so that the school community operates effectively and for everyone's benefit.

### Vision

Inclusive teaching and learning is central to our work as educators and caring adult-child relationships are essential for children and young people's continued success in all aspects of their lives. We have very high expectations of our students and believe that every student is capable of meeting them. This is important so that the school is always a warm, caring, friendly and happy place where learning flourishes. The vast majority of students behave exceptionally well at IKB and our aim is for all students' behaviour to be impeccable at all times.

We accept our responsibility to help students develop strategies which assist them in controlling and regulating their own behaviour. We will always take the most supportive approach that helps students develop effective ways to improve their behaviour.

Developing students who want to do their best is at the centre of the reward system in place at IKB. Students are encouraged to see that it is worth making an effort and persevering with a task even when it feels a challenge to reach. We expect staff to be sincere in their praise and relate it to specific and real achievement, which the student knows requires real effort. The aim is for students to adopt excellent learning behaviours without external reward.

Our aim is for all staff to ensure sanctions and rewards are applied rigorously and consistently to ensure students understand the benefit of a positive attitude to learning and behaviour as well as the consequences of any poor behaviour.

## 1. Aims

This policy aims to:

- Outline our classroom rules and unstructured time rules for all students
- Describe what is considered to be unacceptable behaviour and serious incidents
- Outline our system of rewards and sanctions
- Describe the consistent and supportive approach we take to behaviour management
- Describe the role and responsibility of different people in the school community with regards to behaviour management

## 2. Legislation and Guidance

All action is taken in line with the following legislation/guidance:

- Behaviour in schools (DfE, 2022)
- Use of reasonable force in schools (DfE, 2013)
- Searching, screening and confiscation (DfE, 2022)
- Academy suspensions and permanent exclusions (DfE, 2022)
- Keeping Children Safe in Education (DfE, 2022)
- SEND Code of Practice (DfE, 2020)
- Education Act 2011
- Academy Standards and Framework Act 1998
- Academy Information Regulations 2008
- Equality Act 2010

## 3. Links to Other Policies

The IKB Academy Behaviour Policy should be read in conjunction with other relevant policies.

- IKB Academy Teaching and Learning Policy
- IKB Academy Anti-bullying Policy
- Futura Learning Partnership Drugs Policy
- Futura Learning Partnership Physical Restraint Policy
- Futura Learning Partnership Child Protection and Safeguarding Policy
- Futura Learning Partnership Code of Conduct
- Futura Learning Partnership Online Safety and Social Media Policy

## 4. Classroom Rules, Extra-curricular trips/visits and Rewards

### Classroom Rules

Students of all ages (from Key Stage 3 to 5) are expected to follow these rules in every lesson and throughout the school day:

- We arrive to lessons on time
- We sit in the seat assigned by the teacher
- We are polite, kind and respectful to everybody
- We follow all instructions without argument
- We behave in a way that allows students to learn and teachers to teach

### Behaviour expectations in relation to trips/visits

At IKB students are expected to demonstrate the same high standards of behaviour when taking part in all curriculum and extra-curricular trips/visits/fixtures that they show in school.

If a student's behaviour falls short of expectations prior to that student taking part in a trip/visit/fixture then a behaviour contract may be used to demonstrate improved behaviour in the lead up to the trip/visit/fixture. This could result in a student not taking part in a particular trip/visit/fixture.

If a student's behaviour falls short of expectations when on a trip/visit/fixture, then sanctions may be applied; it may be necessary for these sanctions to be applied once the student has returned to school.

Furthermore, any poor behaviour during any extra-curricular trip/visit/fixture may result in a student being prevented from attending subsequent trips/visits/fixtures.

Behaviour contracts may also be used by staff where a student's behaviour falls short of expectations in the classroom or during unstructured time.

### Rewards at IKB

#### Rationale

A clear and effective system that motivates students to achieve their best and creates a kind and respectful culture across the school. The rewards system at IKB should be used consistently by all staff for students in all key stages, including the Sixth Form. House points will be awarded to students demonstrating our key school values for example, **respect, determination, commitment, hard work, organisation, kindness, learning and resilience**, or for making a positive contribution to the wider community. Staff are encouraged to reward students for making an active contribution to tutor sessions and lessons, displaying leadership qualities and being a positive influence in their tutor group, learning group or within the wider community.

Contacting home and sharing good news with parents and carers is an important part of our rewards system.

#### All staff will:

- Award house points for contributions to tutor sessions, lessons, during all unstructured time and through any extra-curricular involvement
- Make recommendations to Curriculum Directors/school leaders/Director of Sixth Form where students have excelled or shown an outstanding attitude to learning.

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**Curriculum Directors will:**

- Ensure that the rewards system is used consistently within their Curriculum Team.
- Co-ordinate contact home (including telephone calls, e-Postcards and letters) for individual students throughout the year.
- Nominate students as required, who have excelled in a curriculum team project or unit.
- Nominate students for school awards
- Provide names of students who display an excellent approach to learning, focusing on key student groups in the Christmas and Summer Celebration Assemblies

**IKB pastoral leader, SLT and Director of Sixth Form will:**

- Ensure that the rewards system is used consistently within the school.
- Take a lead role in the organisation of the House Points rewards eg fast pass and awards.
- Co-ordinate contact home (including telephone calls, e-Postcards and letters) for individual students throughout the year.
- Hold a Christmas and Summer celebration Assembly and organise awards and celebrations including school cups and rewards trips
- Organise and lead an end-of-year rewards trip for students and manage the criteria for selection.
- Identify Year 11 students who have achieved Level 1/2 in the Passport to Prom initiative and reward them with a ticket to attend the Year 11 Prom. The Passport to Prom is designed to motivate and support students to succeed in all areas of school life during Year 11. We hope that students will thrive on this challenge and we are delighted to provide an opportunity to celebrate their hard work at the Year 11 Prom. However, if students repeatedly fail to meet fundamental expectations then they will not be allowed to attend the Prom.

## **5. Rules Around School**

At IKB , we expect all students to move around the site calmly, quietly whilst respecting each other's space. All members of the school community are responsible for creating a calm and friendly atmosphere during unstructured time

Students of all ages (from Key Stage 3 to 5) are expected to follow the below rules in during unstructured time and throughout the school day:

- No inappropriate language
- No inappropriate physical behaviour eg pushing
- Do not deliberately drop or throw litter
- Do not be out-of-bounds
- Do not be late (3 occasions in a week = community detention)
- Have correct uniform (incorrect on 3 occasions in a week = community detention)
- Have all necessary equipment (incorrect on 3 occasions in a week = community detention)

During unstructured time, students are encouraged to socialise and enjoy time outside with friends. Staff are on duty and will enforce rules calmly and politely. If any student breaks any of these rules, they will be set a community detention. Students are reminded of these rules and our expectations for behaviour during unstructured time.

If a member of staff asks a student to do something, the request must be followed, whether that request is made in the classroom or anywhere on the site during unstructured time. If a student does not immediately do what has been asked, the member of staff may say to the student “This is a reasonable request”. Are you choosing not to follow it?’ If a student continues to ignore the request then this would be considered to be defiance, which is an example of a serious incident. Details of how serious incidents are addressed is described in Section 6 of this policy.

We expect students to wear their IKB uniform correctly at all times (including not wearing coats or alternative jumpers and hoodies in the school building), including during unstructured time. Students will be challenged if not wearing their uniform correctly and are expected to follow all instructions relating to wearing their uniform correctly.

## 6. Serious Incidents

**Serious Incidents** are defined as:

- Defiance
- Truancy
- Verbal abuse towards staff
- Physical abuse/assault towards staff
- Verbal abuse towards student
- Physical abuse/assault towards student
- Dangerous behaviour
- Bullying
- Discriminatory language directed at another person
- Sexual violence
- Sexual harassment
- Possession or use of prohibited item (drugs or alcohol)
- Possession of a weapon/dangerous item
- Possession of other prohibited item on the school site\*
- Smoking/vaping
- Malicious setting off of the fire alarm
- Deliberate damage to or theft of property

\*Some examples may include tobacco, cigarettes/papers/lighter, vape-pens/accessories/puff-bars, fireworks, pornographic images, any discriminatory and/or offensive material, stolen items, and/or anything that a member of staff believes could be used to cause damage, injury, offensive or upset to any other person

Any Serious Incidents, whether they occur in the classroom or during unstructured time, will result in the student(s) being placed in the Withdrawal Room. It may be that further investigation is required and a further, greater sanction may be necessary.

### **Managing sexual violence and sexual harassment between children**

Sexual violence and sexual harassment is never acceptable and will not be tolerated at IKB .

If during the triage, processing or investigation of an incident it is reported or suspected that the incident involves sexual violence and/or sexual harassment, the designated safeguarding lead (or a deputy) must be informed.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, the designated safeguarding lead (or a deputy) will take a leading role and coordinate a considered an appropriate response.

The victim(s) will be reassured that they are being taken seriously and we will keep them safe, they will also be given as much control as is reasonably possible regarding how any investigation will be progressed. IKB may be supported by other agencies, such as children's social care and the police as required.

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident using our behaviour policy, this would include the consideration of permanent exclusion.

Where a criminal investigation into sexual assault leads to a conviction or caution the school will consider any suitable sanctions in light of our behaviour policy, including consideration of permanent exclusion.

## **7. SEND**

We will use our best endeavours to ensure the appropriate special educational provision is made for students with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

For disabled students we will make reasonable adjustments to our provision, criterion and practice which could put them at a substantial disadvantage, and the provision of auxiliary aids and services.

We will engage proactively with parents in supporting the behaviours of students with additional needs.

No sanction should ever discriminate against an individual or group of students. When issuing a sanction, staff will be aware that they discriminate if:

- The sanction treats a student with a disability or a prospective student less favourably than another for a reason related to their disability and without justification
- The sanctions fails, without justification, to take reasonable steps to avoid placing students with a disability at a substantial disadvantage. This is often known as the 'reasonable adjustments' duty.

Staff understand that actions could be challenged at, for example, a SEN and disability tribunal

## 8. Mechanisms to Support and Improve Behaviour

### Our Response in the Classroom

If a student breaks one of the classroom rules, their teacher will inform the student they have reached Level 1 and explain the reason why. If a student breaks the same or another classroom rule, the teacher will inform the student they have reached Level 2. The student will be moved to work in the Withdrawal Room.

If a student's behaviour in the classroom constitutes a Serious Incident, then the student will immediately be moved to the Withdrawal Room.



## LEVEL 1

### CONSEQUENCES

- Name on the board



## LEVEL 2

### CONSEQUENCES

- Student moved to work in the Withdrawal Room
- Record on Bromcom
- Parent/Carer informed
- Refusal to move to the Withdrawal Room or poor behaviour in the Withdrawal Room
- Parent/carer asked to collect student
- Suspension



### Examples of unacceptable behaviour with reference to our classroom rules

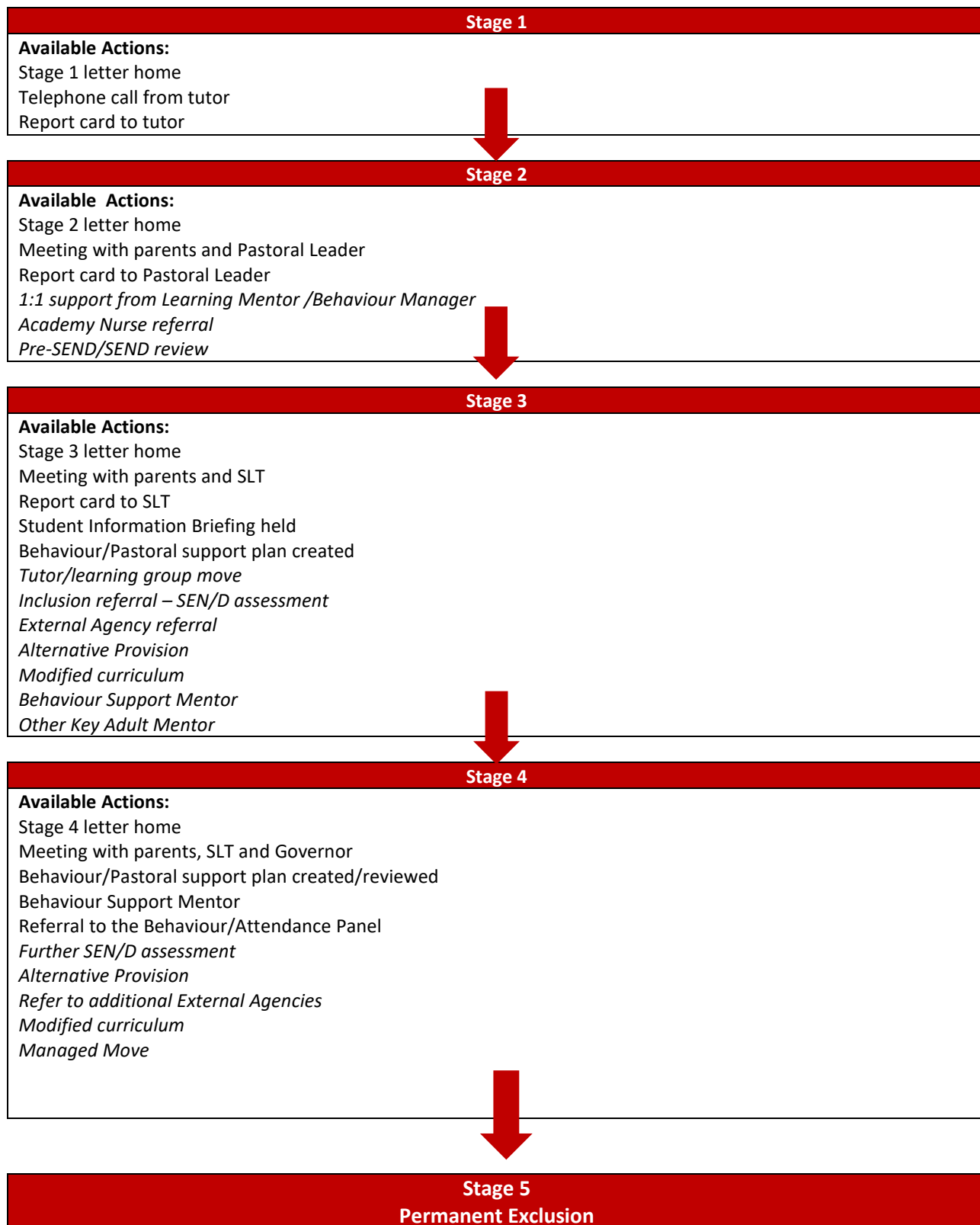
We arrive to lessons on time	We sit in the seat assigned by the teacher	We are polite, kind and respectful to everybody	We follow all instructions without argument	We behave in a way that allows students to learn and teachers to teach
Lateness	Sitting in the wrong place  Standing up/walking around the classroom  Refusing to sit in the seat assigned by the teacher	Any inappropriate behaviour  Any inappropriate language or swearing (not directed at another person)  Rudeness	Answering back  Refusing to follow any request from the teacher	Talking after countdown  Talking to peers  Calling out  Fidgeting with equipment that disrupts learning  Purposefully making noise that disrupts learning

Where a teacher issues a Level to a student they will allow adequate time for the student to process this information without escalation.

If a student responds to staff in such a way that constitutes a serious incident (eg swearing at the teacher) it would be appropriate for the teacher to immediately issue a sanction.



The model below shows an overview of the support mechanisms. This diagram does not provide an exhaustive list and students may move between stages.



## **Behaviour Management System at IKB Academy– Consequences**

### **Contact with parents/carers**

Parents/carers will be contacted via letter, email, SMS or telephone if there are our concerns regarding their child's behaviour. Parents/carers will always be contacted if their child received a detention, reaches Level 2 and is moved to work in the Withdrawal Room or is involved in a Serious Incident.

### **Detentions**

IKB school use detentions (including detention outside of hours) as a sanction. The law gives teachers the power to issue detentions.

Community Detentions are co-ordinated by the Pastoral Leader. Community Detentions will be used at IKB to challenge:

- Behaviour during unstructured time
- Lateness
- Incorrect uniform
- Failure to bring correct equipment

Curriculum Detentions are co-ordinated by the Curriculum Director within their Curriculum Team. Curriculum detentions will be used at IKB to challenge:

- Failure to complete homework/classwork
- Failure to bring subject-specific equipment eg PE kit

Most detentions used at IKB will be after-school detentions, although lunchtime detentions may also be used: a lunchtime detention will last 10 minutes and an after-school detention will usually last 45 minutes and no more than an hour. In all cases an email/SMS will be sent to parents/carers on the day that their child has been set a detention.

In the case of after-school detentions, students will not be expected to attend a detention on the same day that it is set unless consent from parents/carers has been given. Students can sit a lunchtime detention on the day that it is set, in which case parents will receive an email retrospectively.

Parents/carers will be informed via email if their child if a student fails to attend a detention and staff from the relevant Curriculum/Team will re-set the detention. If a student continues to fail to attend, sanctions can be escalated. Students may be placed in the Withdrawal Room for persistently failing to attend detentions.

### **Withdrawal Room**

The Withdrawal Room is used in the following circumstances:

- Persistent disruptive behaviour in the classroom – student reaches Level 2
- Serious Incident

On the first occasion in a year that a student is moved to the Withdrawal Room they will be met by staff who will discuss their behaviour with them before they return to their next lesson. This provides students with an opportunity to learn from their mistakes and to return to lessons quickly.

On the second and third occasions in a year that a student is moved to the Withdrawal Room from a lesson they will be required to work for 3 periods before returning to lessons.

On the fourth and all further occasions in a year that a student is moved to the Withdrawal Room from a lesson they will be required to work for 5 periods before returning to lessons.

Reintegration from the withdrawal room will offer students a fresh start and help them understand the impact of their behaviour on themselves and others.

## **Suspension**

Suspension should be a rarity and used following the most serious of incidents and not, in general, as a sanction for day-to-day behaviour issues. These are only recommended by the Principal.

Readmission meetings will be held with an appropriate member of staff following a suspension or period off site. These meetings will offer the student a fresh start; help them understand the impact of their behaviour on themselves and others; teach them how to meet our high expectations of behaviour in line with the school culture; foster a renewed sense of belonging within the school community; and build engagement with learning.

## **Permanent Exclusion**

Permanent exclusion will be used as a rarity and last resort. This measure will be used in line with guidance produced by the Department for Education.

## **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](#).

## **Behaviour Management System at IKB Academy– Support Strategies**

### **Classroom management**

All staff are responsible for setting a positive tone and promoting positive behaviour in the classroom. The culture within the classroom should allow students to enjoy learning and teachers to enjoy teaching.

All staff will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct
- Develop a relationship with students, including:
  - Know your students
  - Be prepared for classes and on time
  - Line up outside of the classroom at the start of the lesson (where practical)
  - Uniform checks on entry and exit
  - Allow latecomers to take their seats immediately and follow up later
  - Ensure a considered seating plan
  - Insist on the full attention of the class before starting the lesson/ giving instructions
  - Begin and end the lesson positively
  - Learn and use first names
  - Orderly classroom exit
  - Regularly reinforce classroom rules

### **Contact with Parents/carers**

Working with parents/carers can be amongst the most powerful ways of supporting students to improve behaviour. Parents/carers have access to all behaviour data via. Furthermore:

- a. Individual staff may contact parents/carers by telephone or email if they have a particular concern. The outcome of calls and emails home should be recorded or passed to colleagues if it will benefit a student's progress.

- b. Deputy Curriculum Directors/Curriculum Directors/Pastoral Leaders/Assistant Director of Post-16 may contact parents/carers, both by telephone, email or letter, when there has been a specific cause for concern by an individual student or on-going problems.
- c. Parental/Carer interviews may be used by Middle Leaders or School Leadership Team members for more persistent or serious misconduct.

### **Tutor and Pastoral Leader Report**

Behaviour reports can be used in response to a student demonstrating persistent disruption and/or serious misconduct, including during unstructured time. Behaviour reports follow a level system which informs parents/carers of their child's position within the school's behaviour management system. When a student is placed onto a behaviour report targets should be set for them to achieve. These targets should be SMART.

<b>SPECIFIC</b>	Focusing clearly on the desired types of behaviour's
<b>MEASURABLE</b>	To prove that a target has been met
<b>ACHIEVABLE</b>	Should be able to be reached within a few weeks
<b>REALISTIC</b>	Within the capability of a student
<b>TIME-RELATED</b>	There is a defined timeframe

Reports are used in the short term to monitor progress. Parents/carers should be notified by the Tutor/Curriculum Director/Pastoral Leader/Assistant Director of Post-16 if a student is placed on a report at any level. Further details can be found in Appendix 1.

### **Pastoral Support Programmes (PSP)**

- A PSP is an attempt to work with a seriously disaffected student who, in particular, may be at risk of permanent exclusion. It is only used in extreme cases, but is a necessary step to take in those circumstances.
- A PSP typically runs for 16 weeks with reviews every 4 weeks. It is put into place after a meeting between the Pastoral Leader , parents/carers and student. It is made very clear to both the student and parents/carers at the meeting that this is a very serious and rare response to the issues arising from a student's poor behaviour.
- Short and long term targets are discussed and agreed on at this meeting as are rewards and sanctions (by both the school and home). The student is put on a supportive programme which involves them reporting to pastoral staff on a regular basis (normally daily).
- After 4 weeks, another meeting takes place involving all parties. At this meeting, targets may be amended. If the programme is not having the desired effect then strategies will be changed. A warning may be given and the Principal will be informed. Hopefully, the student will have improved and after the full 16 weeks will have met their targets. Students can then be taken off the PSP and still monitored, but to a lesser degree.
- If a PSP does not help to change a student's behaviour, then a strategy meeting will be called that will involve the student, parents/carers and other invited guests.

## 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 and reported to parents

## 9. Our Mechanisms to Support and Improve Student Behaviour in Sixth Form

As students transition into Sixth Form, and whilst we are supporting them to become independent adults, we want them to make informed choices about their conduct and we expect the same conduct, behaviour attendance and punctuality from Sixth Form students as those in Years 7-11. In all, Sixth Form students should model good behaviour for all students at IKB School.

Sixth Form students must adhere to the expectations set out in their student learning agreement, the dress code, and not least, ensure the completion of all school and independent work on time and to an appropriate standard. Persistent failure to meet these expectations, whether academic, behavioural, attendance or otherwise, will trigger a sequence of interventions and strategies to support students to improve their conduct.

As part of this, it is important for the behaviour policy to be consistently applied to support students to achieve this. This includes logging behaviour incidents as for students in Years 7-11; maintaining home-school communication and ensuring the Sixth Form pastoral team are aware of emerging and ongoing concerns.

### Sixth Form Support / Interventions

Interventions may include those used in Years 7-11. Interventions specific to the Sixth Form may include:

- Compulsory attendance to subject and pastoral support sessions during the day and after school
- Timetabling of independent study sessions during the school day (outside and in addition to 'normal' timetabled lessons)
- The final sanction for Sixth Form students can be the removal of their place in sixth form and / or withdrawal from their examinations.

On the next page, there is an overview of the support mechanisms. **This diagram does not provide an exhaustive list and students may be placed on any stage at any time.** If students achieve their targets, they can be removed from this process, or moved to a lower stage.



**Persistent issues identified by teachers / tutors**

**Progress**

Repeated failure to hand in work on time or complete work to a sufficient standard.

**Attendance**

Attendance falls below 96%, or repeated lateness.

**Behaviour**

Repeated behavioural issues logged on Bromcom / student asked to leave the lesson.

**Stage 1: Informal meeting with student and teacher / tutor:**

Informal plan agreed to improve situation with a review date 2 weeks after meeting.

**Failure to improve at this stage may result in progression to Stage 2.**

Deadlines continue to be missed / work continues not to be of acceptable standard.

Continued successive fall in attendance or persistent lateness.

Further behavioural issues logged on BROMCOM / student asked to leave the

**Stage 2: Formal meeting with student and teacher/ tutor:**

Informal contract agreed to improve situation. This could include attendance to school during specific independent study sessions to catch up / improve. Date for review is agreed. Parents informed.

**Failure to remedy situation at this stage may result in progression to Stage 3.**

Further worsening with deadlines and quality of work.

Continued successive fall in attendance or further persistent lateness.

Serious behaviour concerns logged on Bromcom or a large number of issues.

**Stage 3: Formal meeting with student, parent / carer, and Assistant Director of Sixth Form and / or Curriculum Director:**

Formal written Post-16 contract discussed and agreed, the student is required to attend school during all independent study sessions and complete all required activities to assist catch up. Date for review is agreed.

**Failure to remedy situation at this stage may result in progression to Stage 4.**

Further worsening with deadlines and quality of work.

Continued successive fall in attendance or further persistent lateness.

Serious behaviour concerns logged on Bromcom or a large number of issues.

**Stage 4: Formal meeting with student, parent / carer, Director of Sixth Form and Curriculum Director:**

Final written notice to improve. Failure at this stage may result in withdrawal of sixth form place and/or entry to examinations revoked. Contractual obligations and deadlines to prevent this are discussed and agreed with a further formal Post-16 contract.

## Appendix 1

### **Behaviour Support System: Tutor and Pastoral Leader Reports**

The Tutor and Pastoral Leader will consider behavior points, behavior during unstructured time, detentions, visits to the Withdrawal Room and any other behavior data including suspensions. Typically each level will last 6 weeks however this may vary.

#### **Tutor Report**

- The Tutor and Pastoral leader discuss behaviour data and agree for the student to be moved onto Tutor Report
- The Tutor meets the students and informs them that they have been moved onto Tutor Report
- The Tutor telephones the parent/carer and informs them that their child has been moved onto Tutor Report
- The Tutor and student agree targets and the tutor initiates a report card
- The Tutor monitors the report and other behaviour data
- After approximately 6 weeks the Tutor and Pastoral Leader will meet:
  - The student is taken off report or,
  - The student continues to stay on Tutor Report
  - The student is moved onto Pastoral Leader Report
  - Tutor telephones parents to give feedback and updates

#### **Pastoral Leader Report**

- The Tutor/Pastoral Leader discuss behaviour data and agree for the student to be moved to Pastoral leader Report
- The Pastoral Leader meets the student and informs them that they have been moved to Pastoral Leader Report
- The Pastoral Leader telephones the parent/carer and informs them that their child has been moved to Pastoral Leader Report
- The Pastoral Leader and student agree targets and the tutor initiates a report card
- The Pastoral Leader monitors report and other behaviour data and meets the student once a day
- After approximately 6 weeks the Pastoral Leader will decide if:
  - The student is taken off report or,
  - The student continues on Pastoral Leader Report
  - Pastoral Leader contacts parents