



KING'S LEADERSHIP  
ACADEMY WASHINGTON

# **KING'S LEADERSHIP ACADEMY**

## **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 □ utilise parental support and involvement:
  - when conducting reintegration meetings following a placement or short term alternative provision placement
  - when conducting readmission meetings following fixed term exclusion
  - 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 SIMs 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 iPads on the desk in front of them with the planner app open.

### **ATL Classroom Sanction Procedure**

Warning	What?	What?	How?
1 <sup>st</sup> Warning	Name on board or initial on sheet	AR	Choice to move seats (20 mins)
2 <sup>nd</sup> Warning	Name circled (on board or sheet)		<input type="checkbox"/> ATL3 (loss of 20 monarchs in total) <input type="checkbox"/> Refer to departmental tracker for consequence.
3 <sup>rd</sup> Warning	Line through name (on board or on sheet)		<input type="checkbox"/> ATL3 (loss of 20 monarchs in total) <input type="checkbox"/> 1 hour detention with subject teacher. (Detention part of department tracking to be overridden but phone call/ report followed.)
4 <sup>th</sup> Warning	Cross through name (on board or on sheet)		<input type="checkbox"/> ATL4 (loss of 40 monarchs in total) <input type="checkbox"/> 1 hour detention with subject teacher and 2 hour Friday. (Detention part of department tracking to be overridden but phone call/ report followed.) HL or LP to remove student.

### Escalation of poor behaviour

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 SIMs.

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 SIMs' 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 below 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.

ATL Department Consequence Procedure	No. of 3s	Phase	No. of 3s	ATL House Consequence Procedure
	(Per LC)		(Per year)	
Essay and restorative discussion after school with <b>subject teacher</b> .	1	Phase 1	3	Phone call home by <b>Academic Tutor</b> . Student placed on Level 1 (green) report.
30 minute detention that evening or the following day with <b>subject teacher</b> . Phone call/ email home by <b>subject teacher</b> .	2	Phase 2	7	<b>YL &amp; Academic Tutor</b> meet with parents/carers to discuss behaviour/next steps. Level of report may increase.
1 hour detention that evening or the following day with <b>subject teacher</b> . Subject report, reporting to <b>subject teacher</b> .	3	Phase 3	12	<b>HOA</b> meets with parents/carers with <b>YL/ Academic Tutor</b> . Student receives a Saturday detention. Level of report may increase.
1 hour detention with <b>subject teacher</b> . <b>Subject teacher</b> to meet parents. <b>YL</b> or <b>LP</b> may support.	4	Phase 4	18	Parents/carers are informed by <b>YL</b> that the student must attend Student Court with their <b>Academic Tutor</b> . Further sanctions are agreed by King's Student Parliament.
2 hour Friday detention with <b>YL</b> . Phone call home from <b>subject teacher</b> or <b>LP</b> .	5	Phase 5	25	Student and parents/carers attend a Governors Disciplinary Panel with <b>HOA/ YL</b> and <b>Academic Tutor</b> . Removal of privileges (such as trips/extracurricular activities) and removal from circulation during break/lunch times for set period.
<b>Detention non-attendance</b> = Extra 15 min detention at break, lunch or after school on top of their initial detention.		Phase 6	30+	Each additional five 3s will result in an instant Saturday detention. Further sanctions decided at discretion of <b>YL/HOA/SLT</b> after review of behaviour and intervention.

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.

## Praise Classroom/ Lesson Procedure

Why?	What?	How?
1 <sup>st</sup> Praise	Demonstrated an ASPIRE value	Record 1 x ASPIRE point
2 <sup>nd</sup> Praise	Demonstrated an ASPIRE value	Record 1 x ASPIRE point (2 in total) <b>ATL1</b> (20 monarchs automatically generated on Sims)
3 <sup>rd</sup> Praise	Demonstrated an ASPIRE value	Record 1 x ASPIRE point (3 in total)
4 <sup>th</sup> Praise	Demonstrated an ASPIRE value	Record 1 x ASPIRE point (4 in total)
<b>Student of the lesson</b>	Most aspire points in a lesson	20 monarchs awarded
<b>WAGOLL or lead learner on Crib Sheet</b>	Excellent quality of work	20 monarchs awarded

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 or Blackpool Pleasure Beach trip at the end of the year
- Chill Factore trip
- Bowling

Please see Appendix A for additional information on how the praise system is applied at King's.

### **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.

### **Right to search**

The academy reserves the right to search pupils and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images can be searched for according to law along with any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. This also applies to mobile phones which can be searched for inappropriate material.

### **Illegal Substances**

The Governing Body and the Principal intend that King's Leadership Academy will remain an environment that is free from illegal drugs, the paraphernalia of drugs, substances intended to resemble drugs, substances commonly referred to as 'legal highs' and the culture of drugs. The word 'drug' applies to each of the following:

- All illegal drugs (those compiled by the Misuse of Drugs Act 1971)
- Volatile substances (those giving off a gas or vapour which can be inhaled) for example, ketamine, khat and alkyl nitrates (known as 'poppers')
- Misuse of over-the-counter and prescription medicines and so-called 'legal highs'.

### **Response to substance abuse**

Any student involved with the misuse of drugs on school premises or during school time, automatically loses his/her right to remain at the academy. A reported offence which takes place away from the school, whether at a weekend or in the holidays which brings the school into disrepute will also incur sanctions for the student.

- a) If a student is suspected of taking drugs or being under the influence of drugs at school, the academy may exercise the right to require that student to undergo a drugs test. The decision to authorise a test can only be taken by the Principal or, in their absence, a member of the Senior Leadership Team. Refusal to participate in a drugs test will result in the student losing their right to remain at the academy.
- b) Suspicion of misuse of drugs may arise from the following indications; involvement in a drugs incident; physical signs; other signs or evidence, such as finding certain items of equipment associated with drug use or information received from a source; other specific circumstances giving rise to suspicion, such as significant erratic behaviour will also be taken into consideration.
- c) Following suspected drug misuse the Designated Safeguarding Lead will be responsible for conducting an investigation. This investigation and any accompanying searches of rooms and personal belongings will be conducted in keeping with the guidance outlined above under 'right to search'.
- d) The Principal will inform the Police of the possession, consumption or supply of an illegal drug, since each constitutes a criminal offence.

### **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.

### **Poor Behaviour outside of school**

Should a pupil demonstrate behaviour outside of school and school hours that the school deems inappropriate or that brings the school into disrepute, the school has the right to

sanction the pupil/pupils in school. Further guidance on this can be found on page 9 of the 2016 DfE government document '*Behaviour and Discipline in Schools*'.

### **Malicious accusations**

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.

### **Contact with Parents**

Should the school have concerns regarding the behaviour of a pupil in school or are made aware of an incident involving them outside of school that causes concern, we will make contact with parents the same day to inform them of this. Should this behaviour result in an investigation by the school, the school will keep parents regularly updated via telephone and email.

Where an incident has occurred out of school, which may require police involvement, the school will encourage parents to contact the police to report it and the school will assist in any way that may be deemed appropriate and necessary.

## **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.

## APPENDIX A

The diagram below is an example of King's departmental and House praise systems. This is the structure that all teachers follow to ensure consistency.

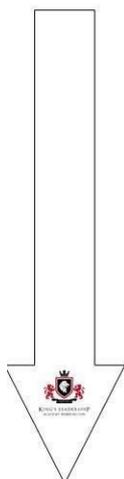
<b>KS3</b>		<b>SUBJECT SPECIFIC PRAISE</b>	
Phase	Number of 1's per year	Awards	
Phase 1	6	Bronze postcard home by teacher	
Phase 2	12	Silver postcard home by teacher	
Phase 3	18	Gold postcard home by teacher	
Phase 4	24	Platinum postcard home by teacher	

<b>KS4</b>		<b>SUBJECT SPECIFIC PRAISE</b>	
Phase	Number of 1's per year	Awards	
Phase 1	12	Bronze postcard home by teacher	
Phase 2	24	Silver postcard home by teacher	
Phase 3	36	Gold postcard home by teacher	
Phase 4	48	Platinum postcard home by teacher	
Phase 5	60	Diamond postcard home by teacher	



## House Positive Phases for 1's



Phase	Number of 1's per year	Awards
Phase 1	40	<b><u>BRONZE AWARD</u></b> Bronze House praise certificate presented in House assembly
Phase 2	70	<b><u>SILVER AWARD</u></b> Silver House praise certificate presented in House assembly
Phase 3	100	<b><u>GOLD AWARD</u></b> Gold House praise certificate presented in House assembly
Phase 4	130	<b><u>PLATINUM AWARD</u></b> Platinum House praise certificate presented in House assembly
Phase 5	150	<b><u>DIAMOND AWARD</u></b> Diamond House praise certificate presented in House assembly