

Positive Behaviour for Learning Policy



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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the Academy community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department of Education (DFE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

3. Equality statement

Kettering Science Academy encourages, celebrates and values the diversity of all our community. We aim to ensure that everyone within our community is treated fairly, with respect and dignity. We seek to eliminate any form of inequality, bullying or discrimination.

4. Academy vision

Our vision is to instil the Academy's values into each of our students and give them the skills and opportunities to succeed.

Being the best you can be through '**Knowledge Strength and Ambition**' is the expectation we have of everyone at KSA. We then challenge ourselves with this thought whenever there is consideration in the areas of planning, delivery, aspirations and the behaviour of our students.

At Kettering Science Academy:

- Students and staff strive to become the best they can be
- Students develop the confidence to be active citizens in the wider world
- Students and staff work in a safe and comfortable environment
- Every student will achieve the best academic outcomes possible

5. Kettering Science Academy's expectations

At Kettering Science Academy, we believe in mutual respect. Students, teachers and support staff are part of one team who share the belief that every child can achieve academic success. Our students know that they must follow instructions at the first time of asking. At Kettering Science Academy, we give rewards for the academic effort, students making and maintaining the correct behaviour choices as well as taking action to remind students of the consequences of making wrong choices.

At Kettering Science Academy we have high expectations because we want to help a student become a well-rounded, well educated, respectful open-minded citizen when they leave KSA. We will help and teach students to remodel their behaviour if necessary and learn the characteristics of successful adults.

Every time you receive a behaviour point or a detention they are reminding you of the behaviour and standards that are expected of a Kettering Science Academy student. We will not accept students who do not adhere to the expectations that are expected – bullying, disruptive behaviour, defiance, vandalism and any type of discrimination is unacceptable. This is not the Kettering Science Academy way, for example; if somebody drops something or if someone trips up, offer them help and show empathy towards them. We do not laugh at people, we help them. If you hear about anybody being unkind to another student we tell a member of staff immediately. Kettering Science Academy is a "telling school". We respect and look after each other.

- 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

10.3 Confiscation

Any prohibited items (listed in page 4 of DfE: Searching, screening and confiscation) 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 Academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

10.3.1 Mobile Phones and Electronic Equipment

Any student who uses a mobile phone or electronic device (including iWatches and earphones) without permission or whose mobile phone goes off in school will have it confiscated by a member of staff. The phone will be held in a secure environment until the parent collects it.

The Academy follows 'See it, Hear it, Take it'. Procedure:

- We will operate a 'See it, Hear it, Take it' policy. This will simply mean that the phone will be confiscated if it is seen or heard in school grounds*
- Phones that are confiscated will only be returned at the end of the day. A text will be sent to the parent/carer to notify them. The phone will be stored in a secure place until it is collected
- The student will be placed in an after-school detention**
- The restriction is in place at all times while students are in the grounds of the school, this includes when students arrive and leave at the end of the day. It is also in place after enrichment clubs have finished. Phones should be put away before students enter the school gates and not accessed until they have left the site
- Students will be able to contact home by approaching their Head of Year/Student Support Officer/reception/staff on duty/staff running clubs if they require to speak with their parent/carer
- We will ensure that any important messages are relayed to students through the day if parents/carers leave a message at reception

- Students who refuse to hand the phone over to a member of staff will be placed in Isolation for the rest of the day and the phone will still be confiscated until parent/carer collects

Refusal to go into Isolation will result in a Fixed Term Exclusion followed by 2 days in Isolation.

*Please note that if a member of staff does not physically see the phone, but it can be heard then this can still be confiscated.

**If a student's phone is confiscated for a second time in that week the parent/carers will be informed that they will have to arrange a time to collect the phone from the Academy.

10.4 Searching and screening students

This is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

11. Roles and responsibilities

11.1 The Local Governing Board

The Local Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Vice Principal and Principal to account for its implementation.

11.2 Vice Principal

The Vice Principal is responsible for reviewing and updating this behaviour policy. The Vice Principal will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

11.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents
- Contacting home
- The Senior Leadership Team will support staff in responding to behaviour incidents

11.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

12. Student support

The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The Academy's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12.5 Intervention Strategies

The pastoral team around a student will use a number of strategies to try to remove the barriers a student may feel are stopping them from learning. These will include, but are not limited to:

- Changes to learning environment (timetable changes/ seating arrangements/ time in lessons)
- Adaptations to unstructured times (closely supervised breaks/lunches)
- Deployment of additional adults (1:1 or group work)
- A review of differentiation of curriculum (review setting/additional support)
- Ensuring the behaviour policy is being consistently applied (including reports/ sanctions/ in lessons)
- A review of behaviour management strategies
- Reflection with students about difficulties
- Reflection with parents/carers around concerns
- Consulting colleagues within the wider pastoral team, and/or SENCO regarding special educational needs

- Referral to Multi, Disciplinary Interventions (MDI)
- Behaviour support plans
- HoY reports
- Behaviour for Learning contracts
- Referral to counselling or 'Think for the Future' mentoring
- Withdrawal from lessons
- A Reduced timetable
- Reasonable adjustments to the Positive Behaviour Policy based on individual need of the student (for example students with SEN or ADHD)
- A risk assessment
- Temporary placement at (Alternative Provision)
- Allocation of a mentor
- A managed move
- Isolation
- A Fixed Term Exclusion
- Restorative justice
- An early help assessment to access various other external support

13. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

Should staff wish to further improve their behaviour management and require support to do so, they should speak to their line manager to request coaching/mentoring support.

14. Monitoring arrangements

This behaviour policy will be reviewed by the Vice Principal and Local Governing Body every 2 years. At each review, the policy will be approved by the Principal.

The date of the next review is: June 2024