



Kickstart Academy

Behaviour for Learning Policy

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Pastoral Ethos, Vision and Aims for our students at Kickstart Academy Ethos

BELONG At Kickstart Academy we treat all students in a caring and responsible manner as individuals, all equally important and deserving of our attention and support.

RESPECT We understand that life's journey is different for everyone and that our student population are a mirror of society and its wider variances.

INSPIRE The core principle of our pastoral system is to support our children and their families in removing the perceived/presenting barriers to access, learning and effective functioning to maximise outcomes.

SUCCEED We combine outstanding teaching and learning with the highest quality structured support, mentoring programmes and personalised learning opportunities to ensure our young people develop self-regulation, a sense of responsibility, accountability and the ability to function effectively both in school and in wider society.

ENJOY We ensure the safety and wellbeing of our young people, helping them to enjoy their school experience whilst having excellent attendance and engagement.

Our Vision

Kickstart Academy is committed to creating an environment where exemplary attitudes, behaviour and pastoral care are at the heart of productive learning. Our partnership approach aims to build community cohesion and positive relationships within the school and the local area.

Our Aims

- To create a culture of exceptionally good behaviour: **READY** for learning, **READY** for community, **READY** for life
- To ensure that all are treated fairly, are shown **RESPECT** and promote good relationships to build a community which values kindness, care, good humour, good temper and empathy for others
- To help learners behave in a **SAFE** way, taking control over their behaviour and to be responsible for the consequences of it
- To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), we will create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. We will promote resilience as part of a whole school approach through culture, ethos and environment, curriculum and community engagement.

Behaviour for Learning At Kickstart Academy, learning is at the heart of our organisation.

It is therefore imperative we create an ethos that ensures both students and staff can learn and enjoy learning.

As teachers at Kickstart Academy, we ensure that we promote positive behaviour within the classroom and around the campus.

We recognise that the key to creating this positive ethos is consistency in our approach to students and in delivering high quality lessons.

We also believe it is essential to create and nurture positive relationships with all students. Importantly, these relationships support the needs and rights of everyone in our classrooms to be able to learn whilst feeling valued, respected and safe.

The main aim of this policy is to promote excellent behaviour throughout the school community to provide an environment conducive to effective teaching and learning. To keep all children and adults safe, the policy sets out to:

- Clearly define expectations, with regard to behaviour for learning, to staff, students and parents/carers
- Recognise that praise plays a very significant part in improving behaviour for learning
- Define a clear rewards system
- Present a series of consequences and sanctions which follow if students display unacceptable behaviour
- Provide a clear system for monitoring and tracking Behaviour for Learning at whole school and individual levels
- Make clear the roles and responsibilities of all staff in managing and implementing rewards and sanctions
- Defines clearly our dress code

INTENTION

At Kickstart Academy teachers:

- have a positive attitude towards teaching
- inspire and encourage students to do their best
- are excellent role models who support and coach the students, to grow in confidence in a variety of situations
- demonstrate a flair for creativity and take an ordinary concept and make it exciting
- give clear and concise instructions to help students understand situations
- use positive language at all times with all students, parents/carers, staff create a positive atmosphere in their classroom by explaining expectations to the students
- value difference, celebrate diversity and are accepting of students from different backgrounds
- ensure all needs of students are met inside and outside of the classroom
- engage in continued education to stay abreast of developments and advances in their field of expertise

- develop trusting relationships with our students which enables them to offer a high standard of pastoral care and safeguarding
- are empathetic and caring
- see when students are struggling and instinctively know when a quiet word of encouragement is what they need
- believe all of their students can learn; they see the big picture and broad purpose of the educational system; and they focus on developing the whole child
- Make a true difference to the lives of our students

IMPLEMENTATION

We expect all teachers to consistently:

“What you permit, you promote. What you allow, you encourage. What you condone, you own.”

1. Meet, greet and goodbye at the classroom door
2. Refer to “ready, respectful, safe”
3. Model positive behaviours and build relationships (PiP and RiP)
4. Consistent and effective application of rewards including positive phone calls home
5. Plan lessons that engage, challenge and meet the needs of all learners
6. Use a visible recognition mechanism throughout every lesson
7. Be calm and give “take up time” when going through the steps
8. Prevent before sanctions
9. Support corridor behaviour during lesson change over and whilst on duty
10. Follow up every time, retain ownership and engage in reflective dialogue with learners
11. Never ignore or walk past learners who are misbehaving

TRAINING

Teachers receive continued professional development that enables them to carry out their role effectively. This includes but is not limited to:

- Induction training for new staff
- Whole school weekly continued professional development meetings, for example differentiation, curriculum planning, marking and feedback, reporting and data
- Weekly ‘Teacher Thursday’ meetings as opportunities to share good practice
- Annual safeguarding refresher
- Trust level training in specialist area
- External training – face to face / remotely
- Recognised qualifications in education
- Regular safeguarding training – KCSIE and PREVENT
- SEND Code of Practice including SEMH and challenging behaviour
- Opportunities to network with colleagues in other schools
- Behaviour management / Classroom management
- De-escalation strategies

- Positive Handling Training / Approved restraint training
- MiDas training for those staff driving the school minibus
- First Aid training
- Bromcom training
- Wellbeing Toolkit in the classroom

This training equips them with the knowledge and understanding to further support the students and improve their own practice.

INTENT

At Kickstart Academy all members of staff, volunteers and support staff:

- have a positive attitude towards students
- inspire and encourage students to do their best
- are excellent role models who support and coach the students, to grow in confidence in a variety of situations
- give clear and concise instructions to help students understand situations
- use positive language at all times with all students, parents/carers, staff
- value difference, celebrate diversity and are accepting of students from different backgrounds
- ensure all needs of students are met inside and outside of the classroom
- develop trusting relationships with our students which enables them to offer a high standard of pastoral care and safeguarding
- are empathetic and caring
- see when students are struggling and instinctively know when a quiet word of encouragement is what they need
- believe all of their students can learn; they see the big picture and broad purpose of the educational system; and they focus on developing the whole child
- Make a true difference to the lives of our students

IMPLEMENTATION

We expect all members of staff, volunteers and support staff to consistently:

1. Meet, greet and goodbye in the school foyer and classroom door
2. Refer to “ready, respectful, safe”
3. Model positive behaviours and build relationships
4. Adhere to this policy and ensuring that all students do too
5. Log all behaviour and rewards as requested using appropriate method
6. Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour
7. Support corridor behaviour during lesson change over and whilst on duty
8. As authorised by the Headteacher and Behaviour Lead, consequence students who display poor levels of behaviour

TRAINING

At Kickstart Academy all staff, volunteers and support staff receive continued professional development that enables them to carry out their role effectively. This includes but is not limited to:

- Induction training for new staff
- Whole school weekly continued professional development
- Weekly 'support staff' meetings as opportunities to share good practice
- Annual safeguarding refresher
- Trust level training in specialist area
- External training – face to face / remotely
- Recognised qualifications in area of expertise
- Regular safeguarding training – KCSIE and PREVENT
- SEND Code of Practice including SEMH and challenging behaviour
- Opportunities to network with colleagues in other schools
- Behaviour management / Classroom management
- De-escalation strategies
- Positive Handling Training / Approved restraint training
- MiDas training for those staff driving the school minibus
- First Aid training
- Finance training
- Bromcom training
- ELSA training
- Teaching Assistant qualification
- Wellbeing Toolkit in the classroom

This training equips them with the knowledge and understanding to further support the students and improve their own practice.

INTENT

At Kickstart Academy senior leaders:

- have a positive attitude towards students
- inspire and encourage students to do their best
- are excellent role models who support and coach the students, to grow in confidence in a variety of situations
- give clear and concise instructions to help students understand situations
- use positive language at all times with all students, parents/carers and staff
- value difference, celebrate diversity and are accepting of students from different backgrounds
- ensure all needs of students are met inside and outside of the classroom
- liaise with parents/carers on matters of behaviour
- hold meetings with parents/carers to discuss sanctions and strategies of support
- engage in continued education to stay abreast of developments and advances in their field of expertise
- develop trusting relationships with our students which enables them to offer a high standard of pastoral care and safeguarding
- are empathetic and caring
- see when students are struggling and instinctively know when a quiet word of encouragement is what they need

- support students to re-engage with their learning whilst recognising the barriers some students have
- believe all of their students can learn; they see the big picture and broad purpose of the educational system; and they focus on developing the whole child
- Make a true difference to the lives of our students

IMPLEMENTATION

We expect senior leaders to consistently:

1. Assume a supportive role for staff and demonstrate a unified consistency to learners
2. Meet, greet and goodbye at the start and end of the day (school site)
3. Be a visible presence around the school site
4. Seek regular opportunities to celebrate staff and learners
5. Regularly share good practice
6. Support teaching staff and support staff in managing learners with more complex or entrenched negative behaviours
7. Use behaviour data to assess and drive school wide behaviour policy and practice

TRAINING

At Kickstart Academy senior leaders receive continued professional development that enables them to carry out their role effectively. This includes but is not limited to:

- Whole school weekly continued professional development
- Weekly staff meetings as opportunities to share good practice
- Designated Safeguarding Lead training, every 2 years
- Annual safeguarding refresher training – KCSIE
- PREVENT training
- DSL supervision training
- Governor training
- Timetable training
- Trust level training in specialist area
- External training – face to face / remotely
- Recognised qualifications in area of expertise
- SEND Code of Practice including SEMH and challenging behaviour
- Opportunities to network with colleagues in other schools
- Behaviour management / Classroom management
- De-escalation strategies
- Positive Handling Training / Approved restraint training
- MiDas training for those staff driving the school minibus
- First Aid training
- Finance training
- Bromcom training
- Wellbeing Toolkit in the classroom

This training equips them with the knowledge and understanding to further support the students and improve their own practice.

INTENT

At Kickstart Academy students:

- are respectful to all members of the school community and visitors
- respect the school environment and do not intentionally damage the property
- make positive behaviour choices
- are reflective in relation to their behaviour choices and show a willingness to grow from experiences
- show a positive attitude towards their learning
- engage and contribute appropriately to the learning environment strive to receive the reward points available to them
- attend school regularly
- are punctual to school and lessons
- will use 'time out' appropriately
- always try their best inside and outside of the classroom
- ask for help when they do not understand requests or tasks
- use good manners – please and thank you
- use appropriate language – no swearing
- are empathic of other people's feelings and situations
- can apologise when they know they didn't meet the schools' expectations for behaviour
- move around the school in a calm and orderly manner
- students are aware of schools consequence system and strive to reduce negative behaviour choices
- work hard to succeed at Kickstart Academy, leaving with good outcomes and have positive destinations after Year 11
- strive to be leaders and not followers' negative behaviour choices

IMPLEMENTATION

We expect students to:

Comply with our three over-arching rules; Ready, Respectful, Safe In the classroom

READY - Ready to learn (dress code, punctuality, equipment, homework)

RESPECTFUL - Engage and contribute appropriately to the learning environment

SAFE - Movement around the building, use of technology, interactions with others. Outside of Lessons (including movement around the building and when representing the school in the community or on external trips)

Students are ready, respectful and safe in their behaviour and attitudes, appropriate to the environment they are in. This will be monitored by Form Tutors and SLT during learning walks and via the reporting and recording systems within school.

Visual reminders will be displayed to support students.

TRAINING

At Kickstart Academy students receive support and guidance that enables them to meet the schools' expectations for behaviour. This includes but is not limited to:

- consistent reminders from all staff to use good manners
- consistent reminders from all staff to use positive language
- respectful relationships modeled
- guidance on how to be reflective
- support to apologies when situations have escalated
- support to regulate emotions when situations are heightened
- careers appointments to encourage aspiration
- information regarding the impact of poor attendance upon outcomes and future pathways
- assemblies with support and guidance
- support to use 'time out' appropriately
- restorative justice meetings
- mediation meetings
- corridor supervision to ensure students move around calmly and orderly
- corridor supervision to ensure students are in the right space at all times
- guidance on how to ask for help when it is needed
- educational packages around consequences for negative behavior
- workshops or meetings with external agencies – police, strengthening family workers, CATE team, counter terrorism unit etc.

This support and guidance equip the students with the knowledge and understanding of behaviour that is expected of a young person within a school setting and beyond in college, training or the world of work.

INTENT

At Kickstart Academy parents/carers:

- work closely with school to ensure the best possible outcomes for their child
- are respectful to all members of the school community, including students and staff
- encourage their child to make positive behaviour choices
- show a positive attitude towards their child's learning
- ensure their child attends school regularly
- engage with school events to give encouragement to their child
- liaise with school on matters that may impact on their child's learning, for example they are ill or upset
- feel equipped to support their child with matters affecting young people, for example online safety

IMPLEMENTATION

We expect parents/carers to:

- Support their child/children in adhering to this policy, the schools' rules and our expectations
 - Inform the school of any changes in circumstances that may affect their child's behaviour
 - Discuss any behavioural concerns with the appropriate staff promptly
 - Take responsibility for their child/children when travelling to and from school
- *Attend parent evenings and parental workshops within school

Parents / carers will be notified of any information relevant to their child's education via phone call, letter, text message or email. It is important that all parents/carers engage with communication from the school. If there is a preferred method of communication the school should be made aware of this.

TRAINING

At Kickstart Academy parents / carers receive guidance that enables them to support their son or daughter effectively throughout their educational journey in relation to improving behaviour, attitude to learning and attendance. This includes but is not limited to:

- Parental Education Growth Support Child to Parent Abuse (PEGS)
- Parenting support
- Online safety guidance and links
- Anti-bullying
- Mental Health Awareness
- Pathways to further education
- Future Focus links
- Beam drop ins
- This is a non-exhaustive list

By offering this guidance to parents / carers they are equipped with the knowledge and understanding of behaviour that is expected of a young person within a school setting and beyond in college, training or the world of work.

Students and parents/carers are required to sign the [home school agreement](#) during their child's induction to Kickstart Academy

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils 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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

- This policy complies with our funding agreement and articles of association

Role and Responsibilities:

The Governing Board is responsible for:

The monitoring and implementation of this Behavioural For Learning Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour

Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation

Promoting a whole-school culture where calm, dignity and structure encompass every space and activity

Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures in school. This includes the addressing of SEMH related drivers of poor behaviour

- Establishing the standard of behaviour expected by students at the school
- Determining the school rules and any disciplinary sanctions for breaking the rules
- The day-to-day implementation of this policy
- Publishing this policy and making it available to staff, parents and students at least once a year
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour

Definitions of Behaviour:

Serious Unacceptable Behaviour

Any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This could include but is not limited to the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Peer on Peer abuse in any form
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with consequences sanctioned to them
- Theft
- Swearing at staff, racist remarks or threatening language
- Fighting or aggression

Low Level Unacceptable Behaviour

Any behaviour which may disrupt the education of the perpetrator and/or other students.

This could include but is not limited to the following:

- Lateness
- Low level disruption and poor behaviour choices in the classroom
- Failure to complete classwork
- Refusal to follow instructions
- Rudeness
- Swearing
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

Low Level Unacceptable behaviour may be escalated as **Serious Unacceptable Behaviour**, depending on the severity of the behaviour.

Challenging behaviour is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that requires the immediate attention of a staff member

Smoking

- In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas
- Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging students to smoke
- Students are not permitted to bring out smoking materials or nicotine products in school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes
- In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates

Controlled Substances

- The school has a zero-tolerance policy on illegal drugs and legal highs
- Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present
- The staff member will store the sample in the Headteacher's office
- The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols
- The school will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed
- Any further measures will be undertaken in line with the school's Behaviour for Learning Policy, Child Protection and Safeguarding Policy
- Where controlled substances are found on school trips away from the school premises, the parents of the student, as well as the local police, will be notified

Prohibited Sexual Harassment

- The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence
- Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:
- Unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging, or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
- Accessing, downloading or uploading pornography
- Sharing pornography via the internet or email
- Creating or maintaining websites with sexual content
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication
- The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence
- Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents
- The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance

Items banned from the school premises

- The following items are banned from the school premises:
 - Alcohol
 - Solvents

- Any form of illegal drugs
- Any smoking paraphernalia – cigarettes, tobacco, cigarette papers, e-cigarettes, lighters, matches or pipes
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Stolen items
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Searching Students

On the very rare occasion when we may need to, School Staff have the right to search students, with their consent, for any item which is banned by the school rules.

Kickstart Academy follows The Department of Education Guidelines 2012 on screening, searching and confiscation in schools.

Very occasionally, but when required, members of the SLT have the power to search students or their possessions, without their consent, where they suspect the student has weapons, alcohol, illegal drugs or stolen items.

Searches may only be carried out by staff of the same sex. There must always be a witness who, if at all possible, should also be of the same gender.

Senior staff can undertake a search, without consent, when they have reasonable grounds for suspecting that a student has a prohibited item. The member of staff concerned will decide what constitutes 'reasonable grounds'.

Searches without consent will only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control of the student, for example on a school trip.

The person conducting the search may not ask the student to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves.

'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags. A student's possessions can only be searched in the presence of the student and another member of Staff.

Reasonable force may be used by the person carrying out the search but this would be a very rare event.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

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.

Informing Parents and Dealing with Complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search a child.

There is no legal requirement to make or keep a record of a search.

Kickstart Academy will inform parents or guardians where alcohol, illegal drugs or potentially harmful substances are found and ask them immediately in to school.

If there are any complaints regarding searching, they are dealt with through our complaints procedure which is accessible on our website.

Use of Reasonable Force

All Staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

Staff trained in the use of restraint can use the techniques if required.

The use of reasonable force is a rare event at Kickstart Academy and is only to be used as a last resort.

Incidents of physical restraint must:

- 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

Dress Code

Kickstart Academy believes that the standard of how our learners present themselves is a measure of their approach to their studies and future pathways. With this in mind, our dress code is extremely high and our learners' appearance is expected to be outstanding at all times.

- Students should wear their Kickstart Academy Uniform which consists of school polo t-shirt and hoodie
- Footwear should be comfortable and suitable for academic studies and vocational studies – no sliders or high heeled shoes/boots. Trainers are acceptable
- Outside garments/clothing should be appropriate and non-offensive
- Shoulders should be covered, no vests. T-shirt, shirts, blouses etc.. are suitable options
- Stomach areas should be covered, no crop tops
- Shorts worn should be thigh length
- Skirts worn should sit slightly above the knee
- Bottoms should be black and should have no rips in the clothing. Jeans, trousers, or sports joggers are suitable options
- Make up should be subtle
- Nails should be a sensible and safe length
- Jewellery can be worn – studded earrings only, wristwatch, one ring, necklace. Jewellery will not be permitted during sporting vocational activities. You will be asked to remove it
- No hats/hoods to be worn on the school premises, classrooms and during vocational activities
- No sunglasses to be worn on the school premises, classrooms and during vocational activities
- Large bags to be stored in the main office during the school day

Positive Behaviour in Classrooms

- The Behaviour Lead will review these expectations with the Headteacher and ensure they are displayed in all classrooms and secured into the student's exercise books, so that it is always clear, comprehensive, and enforceable
- The Behaviour Lead and teachers explain the rationale behind the expectations for positive behaviour to help students understand why classroom rules are needed (assemblies, tutor time, PD days, regular feedback and lesson time)
- Teachers should demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. (DfE, Teachers' Standards, Part 1, Standard 1c)
- Teachers should ensure they use positive language rather than negative, when enforcing these expectations for positive behaviour
- Teachers ensure that all students fully understand what positive behaviour in the classroom involves and what is expected of them
- Teachers explain clearly to students what will happen if they breach any of the classroom rules so they are aware of the sanctions that may be imposed

Kickstart Academy
Positive Behaviour in our Classrooms

Your teacher will:

Remind students regularly of the high expectations for behaviour in the classroom

Establish clear routines and boundaries

Use praise when students demonstrate a positive attitude and effort towards their learning

Apply the rewards and sanction system consistently

Students will:

Respect others by being always polite

Use good manners

Not use unacceptable language

Hand in their mobile phone at the start of the school day

Engage with their learning

Respect the school environment

Allow other students to learn

Not put feet up on chairs or tables

Only drink water in the classroom. No energy drinks

Listen to and follow instructions

Ask for help when they need it

Strive to be the very best version of themselves

Always try their best!!!

Teacher Signature:

Student Signature:

Date:

REWARDS		CONSEQUENCES	
R1	<p>1 Merit for Attitude to Learning:</p> <ul style="list-style-type: none"> • Punctuality to lesson • Engagement • Positive participation <p>(Awarded by the class teacher – all 3 criteria must be met)</p>	C1	<p>C1 is entered for:</p> <ul style="list-style-type: none"> • Low level disruption linked to contravening 'Ready, Respectful, Safe' <p>2 verbal warnings given</p>
R2	<p>2 merits for any of:</p> <ul style="list-style-type: none"> • Excellent effort • Excellent progress • Excellent participant <p>(Awarded by the class teacher - R1 must be awarded to receive R2)</p>	C2	<p>C2 is entered for:</p> <ul style="list-style-type: none"> • A third disruption linked to 'contravening 'Ready, Respectful, Safe' • A more serious one-off incident linked to 'contravening 'Ready, Respectful, Safe' <p>Reflection Time same day</p> <p>Phone call home</p> <p>Multiple C2s issued on the same day will result in a C3 (see below)</p>
R3	<p>3 merits for any of:</p> <ul style="list-style-type: none"> • Sustained effort • Sustained progress • Sustained contribution to extra-curricular activities/clubs/events <p>(Awarded by Form Tutors once a week only via pastoral monitoring)</p>	C3	<p>C3 is entered for:</p> <ul style="list-style-type: none"> • A more serious (than C2) one-off incident linked to 'contravening 'Ready, Respectful, Safe' • Receiving two C2s in the same day <p>Sort Time Out</p> <p>Reflective Meeting between student and teacher / SLT</p>
R4	<p>4 merits for:</p> <ul style="list-style-type: none"> • any outstanding contribution to Kickstart Academy / your community <p>(Awarded by SLT)</p>	C4	<p>C4 is entered (by SLT) for:</p> <ul style="list-style-type: none"> • A more serious (than C3) one-off incident linked to 'contravening 'Ready, Respectful, Safe' <p>Removal from lesson</p> <p>Restorative Justice Meeting between student, teacher and SLT</p> <p>Behaviour Meeting between SLT, student and parent/carers</p>
R5	<p>5 Merits for:</p> <ul style="list-style-type: none"> • Thank You Friday (school expectations) • Subject Award • Gold Circle Award (Over and Above) • Headteacher's Awards <p>(Awarded by Headteacher)</p>	C5	<p>A C5 is entered for:</p> <ul style="list-style-type: none"> • A serious incident linked to Ready, Respectful, Safe <p>Fixed term exclusion</p> <p>Return to school meeting between SLT, student and parent/carers</p> <p>2-day target card on return</p>

Rewards, Recognition and Consequences

Our philosophy involves students being rewarded whenever possible.

- Rewards and encouragement are very powerful aids to teaching, maintaining high standards of behaviour and fostering positive relationships within the school ethos
- It is the teacher's responsibility to praise students whenever possible. This may be during lessons, when marking books, work or assessments and around the school
- As a school we promote the PiP (praise in public) and RiP (reprimand in private) approach as advocated by Paul Dix (Pivotal Education)
- All staff are familiar with the rewards and sanction policy and apply it fairly and consistently

Rewards and Recognition

Students can be issued with **Merits** for a whole range of positive behaviours.

Teaching staff will log this within Bromcom and tutors will track with their tutees.

- Students can exchange rewards at the rewards stand weekly (R1-R3)
- "Thank You Friday" - Each week we recognise students who consistently meet Kickstart Academy expectations (R5)
- Weekly praise postcard for one Year 10 student and one Year 11 student in each subject
- Every month, each department should recognise one student per year group with a certificate and on the subject 'Student of the Month' display board. R3 Merits will be awarded. A student should be recognised for the following:
 1. Consistently good work, e.g. throughout a topic or half term period
 2. Good behaviour within the classroom
 3. Being consistently helpful and supportive within the lesson
 4. An outstanding piece of work
 5. Outstanding effort and commitment
 6. Regular attendance and positive participation in subject-specific clubs
 7. Outstanding progress.
- Prizes will also be issued to the highest achieving tutor group for merits (based on averages) and attendance/punctuality every half term (R1-R5)
- The Gold Circle Award - the Leadership Team will select the half term winner. The criteria recognise achievement and success through hard work and excellence (R5)
- Termly prizes will be awarded to the top student in each year group with the most merits (R1-R5)
- Termly prize will be awarded to one student drawn at random from across the school population (R1-R5)
- Termly reward trip for the students in each year group with the most merits.
- An Headteacher award can also offer a student with a reward trip ticket in exceptional circumstances when the student has excelled in an area of their learning
Each term the merit count will be reset giving every student the opportunity to attend reward trip
- Letter home from the Headteacher to thank them for their commitment to their own education

- External Commitment and/or Success: Any award, qualification or certificate from an outside body that recognises their hard work, commitment or success in a particular area. Has made a significant impact within a charity or community group. This will be recognised in the schools termly newsletter and a letter home from the Headteacher.

The rewards booth is run and maintained on a weekly basis by our Student Council representatives under the guidance of a member of staff.

Staff are expected to maintain a positive ratio of rewards to sanctions for all students.

Poor Behaviour in the School Community

Kickstart Academy has the authority to discipline beyond the school gate. This covers any non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

This includes when the child is:

- Taking part in any school organised activity
- Travelling to and from school wearing school uniform
- In some way identified as a student at Kickstart Academy

Also, we will deal with any misbehaviour at any time that:

- Could have repercussions to the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school
- All staff should insist on responsible behaviour which complies with this policy

Consequences

The consequences system is built upon our core principles of being Ready, Respectful and Safe.

Staff are informed of a student's particular needs via their School Support Plan, which details any condition(s) which may affect behaviour.

The Student Profile document also details recommendations for dealing effectively with their behaviour.

The following consequences may be issued in managing behaviour and supporting students to modify their behaviour:

- Verbal correction
- Phone call home
- Reflection time
- Reflective meeting with teacher and student
- Restorative justice
- Pastoral 1:1
- Parent/carer behaviour meeting
- Catch up sessions

- Removal from the lesson using lesson support process to work under supervision out of the classroom environment if necessary
- Behaviour points recorded
- Target card
- Fixed term exclusion if necessary

The decision to discipline a student is reasonable and will not discriminate on any grounds, as per the Equality Act 2010. The school will ensure that all sanctions are reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs and any SEND

Reflection Time

As a school, we believe that reflection time is one of the most vital steps in student learning and progress. This period of reflection during break time, lunch time or at the end of the school day will enable students to understand consequences, improve critical thinking skills, heighten their motivation and recognise positives whilst cultivating positive individual student/teacher relationships.

We will ensure that our students are given time to reflect upon their learning and actions throughout the school day for the final 15 minutes of the school day.

Restorative Time

Restorative and trauma informed practice will become an integral and embedded part of the school day. Where necessary, reflection time will enable a restorative meeting to take place, on the same day as any significant incident, ensuring that students and staff are afforded the opportunity to explore actions throughout the school day which have had an impact upon learning. This will help strategies for support moving forward and continue to improve student and staff relationships. Student voice will be a significant driving factor, utilising Trauma Informed Practice for improved student outcomes.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a student's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the student and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the student a face-saving route out of confrontation

- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”

Intervention

All members of staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

The following situations are examples of where physical restraint may be appropriate:

- A student attacks a member of staff or another student
- A student is causing, or is at risk of causing, injury, or damage by accident, by rough play or by misuse of dangerous materials or objects
- A student is running around on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary
- All staff will attempt to use de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury
- Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used
- After an instance of physical intervention, the student will be immediately taken to the Headteacher and the student’s parents/carers will be contacted
- The member of staff who has conducted the physical intervention must complete a restraint form and submit to the Pastoral Director for behaviour
- Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion
- When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups

Behaviour Meeting

If a student’s behaviour is causing serious concern, the parents/carers and the student may be invited to attend a formal behaviour meeting. This will determine the final actions required to ensure that the student and parents/carers understand that we will not accept their behaviour.

They will be made aware that there are further sanctions available to the school.

The meeting will consist of Headteacher/Behaviour Lead, and where appropriate, the SENDCo.

Minutes of the meeting will taken and copies sent to parents with clear action plans.

Suspensions

The school is committed to reducing suspensions from school.

On the rare occasion that a suspension is deemed as the most appropriate action, the Headteacher follows Local Authority procedures.

This will only be used:

- In response to a serious breach of the school's Behaviour Policy
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The duration of the suspension is at the discretion of the Headteacher.

The school will inform parents/carers immediately by phone call when the decision has been taken to 'suspend a student. This will be followed, subsequently by a letter in which the terms of the suspension are set out, together with the time and date of the **return to school meeting**. Parents/Carers are also informed that they have a right to make representations to the Headteacher if they wish to challenge the terms of the suspension.

Following any suspension, the lead member of SLT is to conduct a **return to school meeting** with the student and parent/carer, where appropriate the SENDCO will be present for students with special educational needs.

Where appropriate any link member of staff should attend, and a restorative justice approach used.

Students returning from a fixed term exclusion are to be placed on a **two-day Target Card** that is to be monitored by the Behaviour Lead. This strategy further supports the student's reintegration back into the classroom.

An suspension is only administered by the Headteacher, or, in the absence of the Headteacher, the member of SLT acting in that role.

Suspension may be used in response to behaviour which constitute examples of serious unacceptable behaviour and are infringements of the school's Behaviour Policy.

Alternatives to Permanent Exclusion

The school is dedicated in its approach to an inclusive ethos and employs a range of approaches to avoid permanent exclusion linked to negative behaviours.

The school supports external programmes of behavioural support and adjusted curriculum offers.

Where appropriate the Headteacher may agree to an adapted timetable that links with an external agency. This offer will provide bespoke education and training alongside behaviour modification programmes.

The stages of behaviour management at this level are linked to the Local Authority Fair Access Protocol. Key aspects of this process are detailed below:

- BSAT/LSAT support • Managed Move
- Timed intervention and support from the LA

Kickstart Academy can lawfully permanently exclude a student for a serious breach of the schools Behaviour for Learning Policy or following several instances of challenging behaviour that places the safety and welfare of the school community at risk.

We ask parents to support our systems so that we work in partnership to ensure the very best for our students

Malicious Allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

Supporting Our Students

The school 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 school'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/carers to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

To ensure a smooth transition to Kickstart from their previous setting, students have transition sessions with their new teacher(s). In addition, the Headteacher will hold transition meetings and request the student files to ensure the correct support is in place prior to the student starting at Kickstart Academy.

We also support students who transition back into mainstream settings over a 4-6 week period. To ensure right support is in place, information related to pupil behavior issues may be transferred to relevant staff in the new school setting.

Staff In Supporting Roles

At Kickstart there are several key staff who support our students on a day-to-day basis.

All staff

All of the Kickstart staff play a very important role in the support and guidance of our students. They have a very good understanding of students in their care and monitor key aspects of student life mainly in these areas:

- Behaviour
- Attendance and punctuality
- Dress Code
- Communicating with home
- Working with external agencies who are involved with their students
- Attending planning meetings
- Supporting young people who require additional support at Kickstart Academy

Form Tutor

All students are placed in form groups upon their arrival at Kickstart. The form tutor is the student's first point of contact for their pastoral needs.

Form tutors see their students daily during their registration periods. This gives them the opportunity to monitor and drive improvements in the attendance, punctuality and behaviour of the students in their form on a daily basis.

Teaching Assistants

They provide timely and appropriate intervention on an individual or small group basis driven by specific presenting needs.

The over-arching aim of this team is to support children to be able to access the full school curriculum and to maximise their outcomes in order to facilitate the best possible life chances.

Timely and specific intervention leads to an increase in attendance, an increase in curriculum access/engagement and the maximisation of outcomes.

The SENDCo

The SENDCo supports subject teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support. She also is responsible

for the undertaking day-to-day responsibilities for the successful operation of the behavioural and SEND policies to support students with SEND.

Mental Health Lead

Our Mental health Lead works to support the students with challenges that they are facing and enable them to feel heard, accepted and understood on issues such as anxiety, depression, bereavement, loss, stress, relationship difficulties, low self-esteem and anger management.

Our mental health lead is also responsible for coordinating a whole school approach as well as close liaison with individuals outside agencies, including our school counsellor.

Attendance and Welfare

The Learning Community Trust employs a Trust EWO. Kickstart has an allocated share of these posts to support, drive and advise on school attendance, engagement and welfare issues. Our EWO works incredibly closely with our Attendance Officer.

Family Liaison Officer

Kickstart Academy has a FLO that works closely with families to remove barriers to our children accessing their education. The FLO will visit the family home or met on neutral ground. The FLO can act as an advocate for the family and support during meetings.

Police

The school will seek support with any issues, which may arise in school and our community.

The PCSO's offer incentives for children behaving appropriately but also can offer support in tackling anti-social behaviour and criminal activities.

Headteacher/ Senior Leadership Team

All of the Leadership Team are involved with our students on a day-to-day basis and have overall responsibility for the support and guidance of our students. Many act as mentors to individual students who require further support.

Staff Training

At Kickstart Academy staff are provided with training on managing behaviour, de-escalation strategies, approved restraint training, as part of their induction process.

All staff will also receive training on the common symptoms of SEMH and the challenging behaviour which may be displayed by the students. This training equips with the knowledge and understanding to further support the students and improve their own practice,

Behaviour management will also form part of continuing professional development for staff.

Attendance

We expect our students to achieve at least 80% attendance during the academic year.

If your child is unwell and unable to attend school, then please telephone us and leave a message on our voicemail by 9.00 a.m.

We employ a full time Attendance Officer who is always available to support parents as well as an Educational Welfare Officer (EWO) to support our families.

If there is a long-term medical problem, then a letter from your doctor is required. Students with medical conditions will be supported by the SENDCO and parents should contact her for support and with updates.

Punctuality

We expect students to be in school on time.

The school day starts at 8.45 am by which time:

- Students onsite for academic studies must be present for registration
- Students off site for vocational activities must be at the designated meeting point

As such, students should arrive on the school premises no later than 8.35am. Breakfast is provided for all students each day.

If a student is late to school (after 9.00 am), they are issued with a late mark.

Students arriving late will be firmly challenged and their parents will be notified.

This can impact on their future pathway to college and place of work.

Signing in and out of school during the school day

Students are expected to liaise with the Attendance Officer or a member of SLT.

We do ask parents, where possible, to arrange routine medical and dental appointments outside school hours.

If a student needs to leave Kickstart Academy for any reason, they will be marked as 'authorised absence'.

Absence from school during term-time

We do not authorise absences from school in term time, in line with all other Telford schools and Department for Education Policy.

Modified Timetables

The Head Teacher (or delegated Deputy) must approve the use of any modified timetable which should be supported by our Educational Welfare Officer. In cases of children with special educational needs, our SENDCO will play a lead role, in conjunction with the above staff.

The decision-making process will be linked specifically to the individual case.

All students on roll at the school who are subject to a modified timetable are to be made known to the EWO and LA. Local Authority official paperwork is to be completed by the Behaviour Lead and must be signed by the Head Teacher and parents before being submitted to the relevant officers.