

Policy: King's Lynn Academy Positive Behaviour for Learning Policy

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1. Introduction

1.1 This policy outlines the underlying principles and aims for managing behaviour at King's Lynn Academy. It is a working document that is designed to enhance the positive relationships between students, adults working in the academy, parents and the wider community.

1.2 When everyone abides by the principles and practices of good behaviour, students are able to learn properly, teachers are able to do their jobs effectively and everyone is able to work in a secure and safe environment.

1.3 This policy is the result of consultation with students, parents, staff and governors and reflects current practice within the academy. Its fair and consistent implementation is the responsibility of all staff.

1.4 The policy acknowledges the academy's responsibilities pertaining to:

- Students with SEN <https://www.eastern-mat.co.uk/wp-content/uploads/2018/04/SEND.pdf>
- The safeguarding procedures of the academy [Model School Safeguarding Policy \(eastern-mat.co.uk\)](https://www.eastern-mat.co.uk/wp-content/uploads/2019/03/Positive-Management-of-Aggressive-and-Violent-behaviour.pdf)
- The use of reasonable force <https://www.eastern-mat.co.uk/wp-content/uploads/2019/03/Positive-Management-of-Aggressive-and-Violent-behaviour.pdf>

1.5 There are separate policies for all of these issues which should be read in conjunction with this policy.

2. Principles, aims and key actions

2.1 The Eastern Multi Academy Trust has adopted the following principles around maintaining positive behaviour:

- Each young person is of equal value and potential and must be treated fairly, encouraged by adults and praised for their successes
- The curriculum, qualification and teaching methods must ensure equality of opportunity, attention to individuals and their needs and the maximisation of achievement and success
- Young people with special educational needs must be fully supported to achieve success
- High quality teaching and learning and an outstanding curriculum closely matched to needs and aspirations is at the heart of ensuring the commitment of young people and therefore improved behaviour and attendance
- Excellent standards of behaviour are to be insisted upon but also explicitly taught and students supported to understand the impact of their actions upon learning
- Excellent levels of attendance and punctuality are to be insisted upon and the impact of high and low attendance explicitly taught, with families supported to remedy poor attendance
- Expectations of behaviour and attendance must be made clear in all academy practices and systems for praise and sanctions must be common sense, fair and understandable to all
- Clear agreements must exist between each academy and every family to make plain expectations of one another and to provide the foundation for excellent communication throughout the family's time with the academy
- Bullying of any kind has no place in the MAT Family of Academies and we will work with victims, perpetrators and their families to prevent further incidences and educate those involved about the harm bullying can cause
- Where things go wrong due to poor behaviour we will use restorative approaches wherever possible to ensure that all involved learn from the incident(s), harm is repaired and relationships rebuilt
- An inclusive approach will be taken wherever possible to avoid exclusion, though such sanctions will be used where necessary for the safety, wellbeing and success of others
- Safe and respectful behaviour, high standards of uniform and appearance and punctual attendance to school and to lessons are all foundations of success in our academies

2.2 In pursuance of these principles, King's Lynn Academy aims:

- To promote good behaviour for learning through an understanding that a positive learning environment leads to positive contributions by all
- To promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- To encourage consistency of response to both positive and negative behaviour
- To ensure that everyone's uniqueness will be recognised
- To create a safe learning environment with clear boundaries
- To motivate students using the structured reward system to recognise good behaviour

- To work in partnership with parents / carers to contribute to students' learning at the academy
- To provide the appropriate support and opportunities which enable students to reach and exceed their targets
- To monitor and expect the correct uniform and equipment – failure to arrive at the academy dressed in the correct uniform may result in a student being sent home.
- To deal effectively with any concerns or complaints
- To seek, value and act on the views of parents / carers

2.3 In order to achieve these aims, the academy must:

- Publish the behaviour policy on the academy website
- Ensure that the academy behaviour policy is clear and understood by staff
- Ensure that the behaviour policy is fairly and consistently applied
- Provide strong academy leadership of behaviour
- Provide a system of clear classroom consequences
- Have a clear system for rewarding positive behaviour for learning
- Support all staff in the application of the behaviour policy

3. Responsibilities – who needs to do what and how can we work together?

3.1 Student responsibilities

We encourage all of the students at the academy to succeed, in their positive behaviours as in any other aspect. The academy's expectation is that students:

- Have a great attitude to learning in all subjects
- Take responsibility for learning. For example: coming prepared to the lesson,; starting work without being asked ; asking questions and asking for help (when it is appropriate) ; making contributions and getting actively involved
- Work really hard, every lesson ; being on-task, all of the time
- Listen very carefully when the teacher (or another appropriate person – this might be another student, who has permission) is talking
- Follow instructions first time, every time
- Concentrating really well and rising to the challenge of doing work that is hard – not giving up!
- Be positive and cheerful, for example, embracing change ; keeping negative opinions to myself ; never using bad language
- Work happily on my own and with others ; helping others
- Show respect for others, for the environment and for the resources
- Make everyone, for example Supply teachers and visitors, welcome in my class, and behaving outstandingly for them, too
- Not call out in class and not wasting time, for example by chatting

- Not distract other people, or otherwise stopping them from learning
- Always want to do better; wanting to succeed!

3.2 Staff responsibilities:

Consistent and clear application of the behaviour policy and skilful, sensitive handling of a range of situations by staff helps to create a positive environment. The academy's expectation is that colleagues:

- Work together to ensure high standards of behaviour at all times
- Implement the day-to-day management of the policy, guidelines and procedures
- Enforce the academy behaviour policy – including rules and disciplinary measures fairly and consistently – taking account of SEN, disability, the needs of vulnerable students and offering support where appropriate
- Establish, communicate and follow classroom consequences to ensure good behaviour, respect and discipline in all lessons
- Expect students and parents' cooperation in maintaining good behaviour standards at the academy
- Accurately record instances of good and poor behaviour on Go4Schools daily
- Keep parents informed of student behaviour – good as well as poor
- Model good behaviour at all times
- Ensure that lessons begin and finish on time
- Have strong routines, passing on settled classes to colleagues
- Notify colleagues of issues that may affect their classes in a timely fashion
- Stick to shared expectations in order to support one another, e.g. have seating plans, complete registers, follow presentation guidelines
- Complete Round Robins and other behaviour-related documentation when requested to do so
- Abide by the Home/Academy agreement <http://kingslynnacademy.co.uk/wp-content/uploads/2018/09/Home-School-Agreement.pdf>

3.3 Home Responsibilities:

Mutual support between the home and the academy is one of the foundations of developing good behaviour and dealing with any discipline issues. The academy expects families to:

- Support the Academy to ensure good attendance and punctuality
- Support the uniform policy, making sure that students come to the academy correctly dressed and equipped each day
- Support the Academy in maintaining high standards of behaviour
- Work with the Academy in using independent study to reinforce what is learned during the day
- Promote safe and responsible use of technology
- Maintain regular contact with the Academy
- Encourage participation and enjoyment in classes and clubs
- Abide by the Home Academy Agreement

3.4 Academy Council Responsibilities:

Council members have high expectations of the academy staff and students and have a duty to monitor the effectiveness of this policy in helping to meet these expectations. Academy Council members will:

- Ensure that the policy takes account of the needs of vulnerable students, complying with guidance and statutory requirements regarding equality of treatment and avoidance of unfair discrimination
- Hold the Academy to account for the implementation of the policy
- Review the behaviour principles regularly and take into account any legislative or other changes that will affect them.
- Review the statutory guidance on behaviour and advise the Principal accordingly
- Ensure that the policy is shared with staff, pupils and parents at least once a year

4. Scope of this policy – where and when does it apply?

4.1 Subject to this policy, staff may discipline students for misbehaviour on academy premises or where they are otherwise under the lawful control of a staff member:

- During the school day, while on the Academy site
- While taking part in an off-site academy related activity
- Travelling to and from the academy at the start and end of the day, including buses, though the *responsibility* for behaviour on local authority transport remains with the local authority
- When behaviour poses a threat to another student or member of the public
- When behaviour could adversely affect the reputation of the academy

5. The basics - ensuring a successful start to every day:

5.1 At King's Lynn Academy we believe that many aspects of good behaviour and excellent learning have their roots in being properly prepared and being in the right mind-set to learn at the start of each day. This is the approach of 'getting the little things right'. To this end, we expect the following of students:

- Move directly into the academy. Once students arrive on site they are not to leave again until the end of the academy day unless permission is given by a member of staff in communication with parents / carers.
- Arrive at the academy fully equipped.
- Go to lessons when the first bell sounds Lateness to lessons is not tolerated and will be sanctioned by the teacher.
- Arrive to lessons having completed all homework.

6. The basics - ensuring a positive start to every lesson:

6.1 Teaching staff have a responsibility to set the tone for successful lessons and prepare an environment conducive to learning. To this end, we expect the following of teachers:

- Meet students at the classroom door and welcome them
- Model positive ways of communicating with students
- Model positive behaviour for learning in the classroom, i.e. listening without interrupting
- Implement seating plans so that all students know where to sit
- Prepare a starter activity to engage students immediately as they arrive at the lesson
- Establish clear routines that involve students at the start of the lesson.
- Understand in advance the needs of all students including those with Education, Health, Care Plans (EHCP), Academy Pastoral Support Plans for behaviour, pupil premium and other specific, identified groups.

7. Using skilful teaching to model good behaviour and prevent misbehaviour

7.1 After creating a safe and secure environment, the academy expects teaching colleagues' next and most crucial task in developing good behaviour is the modelling of what good behaviour looks like and the skilful prevention of poor discipline. This can be effectively built in the following ways:

7.2 In order to achieve high levels of positive behaviour for learning teachers should:

- Intentionally minimise embarrassment and hostility
- Develop and maintain respect at all times
- Be aware that teacher expectations affect the behaviour of others
- Follow up and follow through (being consistent whenever possible)
- Use a respectful tone of voice
- Avoid overbearing body language
- Avoid argument with students
- Expect compliance rather than demanding it
- Use decisive verbal and non-verbal cues to convey expectations
- Give reasonable choices that allow students appropriate 'ownership' of situations

7.3 Decisive teacher actions can also prevent poor behaviour in many ways, including:

- 'Tactically ignoring' small moments of poor behaviour in the first instance
- Giving simple direction or restating a rule
- Imposing a sanction and allowing take-up time for the student
- Avoiding 'racing' through warnings, giving students the time needed to modify their behaviour

7.4 Discipline with Dignity is a key concept at the academy and whenever possible we expect staff to:

- 7.4.1 **Avoid Confrontation** - student behaviour is very rarely personal, and we ask staff not to argue with students, instead staying calm and repeating the instruction or request.
- 7.4.2 **Help students to back out of awkward situations** – we ask staff to allow students the opportunity to retract inappropriate statements in a 1:1 situation. If students apologise, then the relationship can be more easily rebuilt.
- 7.4.3 **Avoid sarcasm** – We expect staff not to belittle students through sarcasm, knowing that it is likely to lead to resentment and hurt, even if this was not the intention.
- 7.4.4 **Avoid 'labelling' language** – we expect staff to remember that labels stick and that it is inappropriate to use phrases such as “you’re always rude”. It should be made clear that it is only their behaviour that is unacceptable.
- 7.4.5 **Build trust** – it takes time to build trust, but when staff show a genuine interest in students and model this behaviour for others in the class, positive changes will occur.
- 7.4.6 **Build self-esteem** – we want staff to make efforts to say something positive and meaningful to students as often as possible. It should be remembered that students are often unused to hearing positive comments directed towards them.
- 7.4.7 **Repair and reconnect relationships** – There is no role for holding grudges in schools. Students’ behaviour is not personal to staff, even though it may sometimes feel that way. We expect staff to repair and reconnect relationships, using simple techniques such as: having a quiet word at the end of the lesson to discuss what happened, thereby leaving on a positive note; smiling and saying goodbye at the end of a lesson; making sure to reconnect with the student at the next lesson, by greeting them as they arrive.
- 7.4.8 **Follow up on issues that count** - This is important because students will learn that staff will follow up on important issues and will do so consistently with all classes. Essentially, students will know when they are doing wrong and will expect a consequence.
- 7.4.9 **Be Genuine** – staff should use their strengths in the classroom to promote positive behaviour. Students appreciate honesty and will sense when a teacher is genuine.

8. Getting things back on track when things go wrong – the use of consequences:

“It is not the severity of the consequences that matters, but rather the certainty of the consequences that is important” Bill Rogers

8.1 Teachers are expected to remind students of expectations and encourage them to make good choices before recording any poor behaviour on Arbor and discussing them with parents or carers.

8.2 It is essential to allow students the opportunity to 'get it right', therefore the students must be given time to correct themselves at each stage.

Consideration will always be given to students who have additional needs regarding behaviour whether it be through an EHCP, an Academy Pastoral Support Plan or another valid reason.

10 Dealing with regular incidents of poor behaviour:

Students whose behaviour is regularly very poor (6 recorded incidents of poor behaviour in one week) will be placed on a green report by the behaviour team in the first instance and will be required to attend a meeting. If poor behaviour persists then the behaviour team will place them on amber report and arrange regular meetings with parents (Academy Pastoral Support Plan). The purpose of the meeting is to review the student's behaviour, make a plan (Pastoral Support Plan) to improve behaviour and to make clear the next steps. Failure to improve behaviour while on an amber report will result in a red report for monitoring, if behaviour does not significantly improve, which could be an alternative provision or Managed Move where it is deemed appropriate or of some kind or an exit strategy from the school.

If being on report and the use of other sanctions such as detentions, and the PSP meetings do not result in a significant, long term improvement in behaviour, the student risks being placed in on-site alternative provision or being permanently excluded from the school.

11 Detentions

11.1.1 At King's Lynn Academy detentions are a time for students to reflect on their behaviour. On occasion it may be deemed reasonable to offer a like-for-like sanction as part of the detention. For example, in instances where the detention has been set for vandalism it may be that students are asked to repair the damage that they caused.

11.2 Although parental consent is not required for detentions, King's Lynn Academy will always try to inform parents and carers when they have been set and for what

reason via text message. There is no parental right to withdraw from after school detentions which are included in the Home Academy Agreement.

- 11.1.2 At King’s Lynn Academy there are after school detentions for individual faculties Monday – Thursday for half an hour each night and a 1 hour detention on a Friday with a member of the Academy Leadership Team for more significant infringements of the policy.
- 11.1.3 In addition the pastoral team will set detentions for students who are late to the academy.

11 Behaviour Support

11.4.1 At King’s Lynn Academy we recognise the additional needs of students who exhibit poor attitudes towards their learning and prevent others from making progress during lessons. These students are identified through regular meetings between ALT and Pastoral leads as well as the regular monitoring of behaviour data. When students have been identified, Heads of Year, the Behaviour Manager and Key Senior Leaders request additional information from teaching and support staff and develop a personalised approach to support the behaviour for learning.

11.5 Round Robins:

- When student behaviour is causing concern the Head of year may circulate a Round Robin to all relevant teaching and support staff.
- The Round Robin document is designed to identify the strengths and needs of individuals.
- Information from the Round Robin and the Report Cards are used to inform the planning for meetings with parents.

11.6 Report Cards:

Green – set and monitored by the Head of Year
 Amber – set and monitored by Behaviour Manager
 Red – set and monitored by Behaviour Manager

- daily report card given to students
- parents and staff informed
- staff give a score (1-5)

5	<p><u>Excellent behaviour which exceeds expectations.</u></p> <ul style="list-style-type: none"> - Arriving on time - Contributing excellent ideas to discussion. - Completing all work and extension tasks. - Working independently.
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	<ul style="list-style-type: none"> - Settling at the start of the lesson
4	<p><u>Good behaviour (expected).</u></p> <ul style="list-style-type: none"> - Settling at the start of the lesson - Arriving on time - Following all instructions first time - Completing all tasks set.
3	<p><u>Minor disruptions: not quite meeting expectations.</u></p> <ul style="list-style-type: none"> - Settling at the start of the lesson - Arriving on time - Following most instructions - Attempting all tasks set.
2	<p style="text-align: center;"><u>Lesson Disruption</u></p> <ul style="list-style-type: none"> - Unsettled at the start of the lesson - Arrived late (5 minutes +) - Completing very little work - Removed from lesson - Teacher to call home - Faculty Detention set
1	<p style="text-align: center;"><u>Lesson Disruption & Refusal</u></p> <ul style="list-style-type: none"> - Refusing to follow instructions - Arrived late (10 minutes +) - Refusal to complete any work - <i>Removed from lesson</i> - Teacher to call home - Faculty ASD set

- Staff sign the report card each day
- The report card system continues for as long as the monitoring is considered necessary

11.7 Meetings with parents and carers:

- where a student's behaviour is causing concern the Pastoral Team will contact parents to arrange a formal meeting
- at the meeting an Academy Pastoral Support Plan will be implemented

11.8 The Academy Pastoral Support Plan will:

- Be written in conjunction with students and their parents / carers
- Identify issues at the academy
- Identify issues at home
- set targets
- identify academy support
- identify home support
- be circulated to staff in the form of the targets set

- be reviewed fortnightly / monthly / half termly as needed
- cease, if the student achieves their targets regularly
- be reviewed and re-implemented, if the student's behaviour deteriorates afterwards

11.9 Student Passports and Annual Reviews:

- where students have an EHCP pertaining to behaviour they will, in accordance with the Academy SEN Policy, have Annual Reviews and IEP (Student Passport) documents in addition to all of the above.

12 Restorative Approaches For Students: repairing harm through reflection and accepting responsibility

12.4.1 **King's Lynn Academy believes that a restorative ethos and restorative practices should underpin any work with young people and families. We seek to build relationships, maintain relationships and repair relationships when harm has been caused.**

12.4.2 A restorative ethos is characterised by behaviours which evidence a willingness to actively communicate, both in expressing feelings within the working context, and listening to those expressions. Within a restorative ethos efforts are made to repair any harm and to continue to build and maintain effective working relationships.

12.4.3 Our approach to reviewing instances of poor behaviour focuses upon understanding the impact of poor behaviour, i.e. harm, and putting things right. Importantly, the approach does not extend into debates about motivations for actions ("why...") or the apportioning of blame ("it was your fault...") as such debates more often than not lead to further difficulty, argument and avoidance of responsibility. It must be noted also that some students may not know or understand their motives for behaving in a certain way, making such a debate a fruitless one.

13 Restorative Meetings

13.4.1 Where significant harm has been caused a restorative meeting will be arranged. This may involve harm between:

- Students
- Students and teachers
- Students and support staff

13.5 At the meeting:

- A neutral member of staff will chair
- All parties will be heard in turn, without interruption
- All parties will know that they can safely disclose their harm without fear of retribution
- Harm will be repaired
- A strategy will be agreed which allows all parties to move on with dignity

Forward Step

14.1 Forward Step is a holistic provision which aligns with the whole-school ethos of behaviour for learning whilst also providing an opportunity for students to develop their own behavioural strategies in a safe and student-centric environment. It offers a therapeutic approach to behavioural management, with a clear acknowledgement that our students' experiences, feelings and behaviours are intrinsically linked.

Students who do not respond to behaviour support in the main school and who are at risk of permanent exclusion may be referred to Forward Step for a period of time.

Forward Step believes that every student, parent and member of staff has the right to feel safe in our setting. We endeavour to create an environment that is conducive to learning, in which all students have the right to respect, the right to learn and the right to achieve. To this end, we offer bespoke and individualised programmes, tailored to each student's unique needs.

Forward Step aims to create a positive change we need to understand, not simply suppress, the behaviour of our students. This behaviour management strategy is not designed to control behaviour but to model and teach appropriate behaviour in a purposeful learning environment.

14.2 Teaching, not controlling, behaviour

In Forward Step, staff aim to model and teach appropriate behaviour in the learning environment. This will be achieved through:

- Positive relationships
- Role-modelling
- Consistency
- Scripts and routines
- Positive Phrasing
- Planning
- Reward/Positive reinforcement
- Comfort and forgiveness

Staff recognise that negative experiences for students create negative feelings and result in negative behaviour patterns. Consequently, staff will try to create positive learning experiences in Forward

Step, which will aid positive feelings and should result – over a period of time – in positive behaviour, which will support their effective reintegration into King’s Lynn Academy.

Should behaviour not meet the expectations of staff, staff will adhere to the following strategies:

- Positive phrasing
- Limited choices
- Disempower/distract
- Positive body language
- Relevant consequences
- Pre-agreed scripts

Further information about these strategies can be found in the relevant subsections in this policy.

14.3 Positive Phrasing

Where behaviour is not fulfilling the expectations of staff, students should (if possible) be addressed in a way which is both private and respectful. At all times, staff should avoid ‘blaming and shaming’ students, insomuch to avoid negative interactions, student-staff relationship breakdowns and inciting conflict. This includes tactically ignoring non-verbal, secondary behaviours that may arise in response to direct instructions, unless these behaviours escalate and/or are persistently aggressive and disruptive to the learning that is taking place.

As per Norfolk Steps guidance, staff will avoid using negative phrasing which emphasises what the student is doing wrong, and instead use positive phrasing to highlight the expectations of the member of staff. This should be developed using positive body language and offer no room for negotiation, allowing the students to have ‘take-up time’ rather than staff overseeing that they fulfil requests which may be perceived to be intimidating to students.

Examples of positive phrasing include:

- “Stand next to me.”
- “Put the pen on the table, please.”
- “Stay seated in your chair, thank you.”

14.4 Limited Choices

Where instructions are not followed by the student(s), limited choices should be offered with no room for negotiation:

- “You need to complete the work with student A or independently.”
- “Do you want to read the story, or shall I read it to you?”
- “You can either answer the questions on the worksheet or write it up in your exercise book.”

These limited choices offer students an opportunity to fulfil the expectations of the staff on their terms, with both options being acceptable to the member of staff issuing them. Choices must be framed as closed and limited in range (“option A or option B”), avoiding where possible phrasing that suggests that students can negotiate further.

14.5 Disempower and Distract

As part of evading negative behaviour cycles, staff will avoid engaging in prolonged discussions of expectations and avoid conflict with students. This includes employing language that disempowers and diffuses negative behavioural occurrences. Staff will avoid empowering students with phrases including:

- “Come back now.”
- “You are not allowed in there.”

Instead, staff will disempower them with phrases such as:

- “Come back into the room when you are ready.”
- “You can listen from there [but there will be consequences].”

Furthermore, staff will avoid attaching unnecessary value to students’ choices by labelling them as ‘good’ and ‘bad’, instead choosing adjectives such as ‘safe’ and ‘kind’ to reinforce the idea that the behaviour is separate from the qualities of the individual.

14.6 Rewarding success

Students will be subject to specific short- and long-term targets during their involvement with Forward Step. Target-setting will be closely aligned with students’ individual risk management strategies and their acquisition of self-regulation, with the long-term target focusing on their reintegration into mainstream schooling. All targets should adhere to the SMART process, enabling students’ progress to be measurable and meaningful to all parties involved.

Students’ targets and subsequent rewards should remain private to the individual and their stakeholders, unless the student chooses to share them with their peers.

Praise should focus on what the child has achieved, and not on the child themselves.

14.8 Consequences

Forward Step believes that consequences should always be clearly linked to the behavioural actions of the student. These may be immediate consequences, deferred consequences or a combination of the two. Immediate consequences are protective in their nature, ensuring students’ and the staff team’s rights are preserved, as outlined in the vision statement. These may include (but are not limited to):

- 1-1 work (separate from whole group);
- Differentiated breaks;
- Fixed term exclusion;

Restorative, deferred consequences must be meaningful to the context in which they were drawn from. Suggestions for restorative, educational consequences may include the following:

- Restorative meetings and actions
- Educational opportunities
- Research

- Rehearse
- Assist with repairs
- Complete tasks

Students will be given an opportunity to reflect on their behaviour and the consequential outcome through therapeutic, one-to-one discussions, partaking in the strategy 'You Own Your Own Behaviour' (YOYOB). By using these occurrences as learning experiences, positive outcomes can be sought by both parties, reinforcing the positive behavioural patterns that are necessary to ensure educational success and positive self-image.

14.9 Physical Intervention

[download.asp \(eastern-mat.co.uk\)](download.asp (eastern-mat.co.uk))

For the purpose of this policy, physical intervention is defined as any contact between a staff member and student. The term 'restrictive physical intervention' is used here in reference to any form of over-powering force or restraint that may be used to ensure staff and student safety. All forms of physical restraint should be reasonable, proportionate and necessary. In this policy: "Reasonable in the circumstances' means using no more force than is needed" (DfE, 2013). Furthermore, "Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder" (DfE, 2013). This part of the policy is enforced in extreme cases, and in the case of foreseeable risks, as part of the Individual Risk Management Plan.

Staff must exhaust all other strategies before resorting to physical intervention, unless there is an immediate risk to staff and student safety, or unless it forms part of their Individual Risk Management Plan.

Should restrictive physical intervention take place, a review will take place with the member of staff involved and a senior member of staff. They will complete all necessary paperwork, according to the 'Physical Intervention Checklist'. All paperwork should be filed securely, with one copy in the students' file and a second file within the Forward Step Physical Intervention file for future reference. This ensures all staff are placed in a legally defensible position, should the need arise.

Once physical intervention takes place, students need emotional recovery time away from the main Forward Step community. This is known in Forward Step as withdrawal. They will be asked to move, or moved safely if necessary, to one of the intervention rooms. Additionally, they will be offered a drink and the opportunity to sit with a member of staff; both of these things may be refused. Continual monitoring and observation will take place until they are ready to re-join normal activities, dependent on staff risk assessment.

Staff will guide and escort students according to their Norfolk Steps training; only staff that have the relevant certificates should be used in the first instance and only as a last resource. An overview of this is attached as an appendix to this document.

If untrained staff feel at risk, they are legally allowed to use force that is reasonable, proportionate and necessary to the situation: but this is only to be used in an emergency or high-risk occurrence.

15 Rewards at King's Lynn Academy

The aim of the rewards at King's Lynn Academy is to encourage self-discipline. Whenever we have the opportunity to praise and encourage, we must do so.

Likewise, if a student needs to be challenged, then we must do so. By combining these approaches we will create a culture of consistency and a group of young people who are both responsible and responsive.

We do not expect all students to come to us with an equal standard of academic ability, similarly we cannot expect them all to be of equal emotional intelligence. Certain students will need additional help in understanding the very simplest of instructions and further help in learning about the kinds of behaviour that we expect.

To criticise and to constantly give sanctions will only lead to low self-esteem. Repeated failure to meet academic and behavioural standards will lead to a rejection of education. All students are praiseworthy, and we must act upon this whenever possible.

Motivation is the key element behind self-discipline. Positive rewards (praise, appreciation, responsibility, encouragement) generate self-esteem (Feeling good about ourselves).

A praise driven policy therefore gives individual value, which allows for occasional failure; creating effective contributors to the workplaces of tomorrow.

Students strive to achieve the following rewards at KLA:

House Points	Awarded for classroom endeavours which show students giving their best
Praise Postcards	For a single piece of good work, consistent application to study or exceptional attitude to academy life
Blazer Badges	For consistent exceptional approach to life at KLA.
Endeavour Award	Awarded termly at celebration assemblies in recognition of a student who has gone above and beyond in some aspect of academy, community or their personal life.
Enrichment Tokens	Awarded for attending an enrichment activity, representing KLA in the community, attending additional lessons.

Students are specifically rewarded for demonstrating the following positive traits:

- Attendance at an after school activity
- Excellence in homework
- Excellent reading
- Good articulation of learning
- Good knowledge test results
- Exemplary citizen
- Good recall of knowledge
- Participation in a community event
- Progress in lesson

16 Dealing with sustained or serious misbehaviour: Suspensions

- i. Suspensions can only be issued by the Principal and in his absence the Vice Principals. All suspensions follow national and county guidelines.
- ii. Parents or carers will be invited by letter to attend a return from exclusion meeting with either the student's Head of Year or a member of the Academy Leadership Team. If parents are unable to attend then a home visit can be arranged.
- iii. At this meeting students will be reminded of academy expectations for behaviour and targets will be set.

17 Dealing with sustained or serious misbehaviour: Permanent Exclusion

- i. A permanent exclusion can only be issued by the Principal and must be reviewed and ratified by a panel of Academy Council Members. All permanent exclusions must follow county and national guidelines.

<https://www.eastern-mat.co.uk/wp-content/uploads/2020/10/Exclusion-Policy.pdf>

Behaviour Incidence	Immediate Action	Follow-Up	By Whom
<u>Unrecorded Low Level Disruption</u>	<ul style="list-style-type: none"> • Not recorded on Arbour • Quiet reminder of expectations / redirection to task • Move seat if desired • Quiet conversation – within the classroom • Ask to leave area (if during social time) • Suggest clubs or other activities to join in with 	NA	
<u>Lesson Disruption</u> Classroom teacher has used techniques described above and any others they deem appropriate but the student's behaviour continues to fall below the expected standard	<ul style="list-style-type: none"> • Recorded on Arbour – with a short comment describing the behaviour objectively, ensuring no use of emotive language • Student sent to MAC • Student sent to Forward Step • Student sent to Student Services • Parent contacted by teacher • 30 minute faculty ASD set 	Failure to attend the detention - Text sent to inform of 1 hour ASD	Student Services
<u>Refusal to Follow Instructions</u>	<ul style="list-style-type: none"> • Recorded on Arbour – with a short comment describing the behaviour objectively, ensuring no use of emotive language • Student sent to MAC • Student sent to Forward Step • Student sent to Student Services • Parent contacted by teacher • 30 minute faculty ASD set 	Failure to attend the detention - Text sent to inform of 1 hour ASD	Student Services
If a student refuses to leave please email the Heads of Year for support			
<u>Verbal Abuse to Staff</u>	<ul style="list-style-type: none"> • Recorded on Arbour • Email sent to HoY, • Parent contacted by staff member • Isolation / Suspension arranged between HoY and ALT 	Poor behavior in Isolation may lead to suspension	ALT

<p><u>Serious Incident</u> <u>(only recorded by</u> <u>ALT / Pastoral</u> <u>Leaders</u></p> <p><u>Assault</u> <u>Bullying</u> <u>Bullying</u> <u>Theft</u> <u>Fighting</u> <u>Truancy</u> <u>Vandalism</u></p>	<ul style="list-style-type: none"> • Pupil asked to leave classroom immediately to Student Services or MAC (if incident in lesson) • Email HoY and ALT • Recorded on Arbour by Leadership • Statements taken from all parties (including witnesses) • Appropriate sanction decided by ALT / HoY • Conversation regarding real life consequences 	<p>Check in with victim 1 week later (if necessary)</p>	<p>HoY / MAC</p>
<p>Incidents which are:</p> <p><u>Racist</u> <u>Sexually</u> <u>Inappropriate</u> <u>Homophobic</u> <u>Child on Child</u> <u>Unkind Behaviour</u></p>	<ul style="list-style-type: none"> • Recorded on Arbour by staff member • HoY / MAC informed by email • HoY / MAC to inform parents of victim and perpetrator as appropriate • Sanction set by HoY / MAC / ALT • Actions Taken recorded on Arbour • Victims spoken to and scaling completed • Conversation regarding real life consequences 	<p>Referral for additional PSHE work if necessary</p>	<p>HoY / MAC / DSL Team</p>

Behaviour Reports at KLA

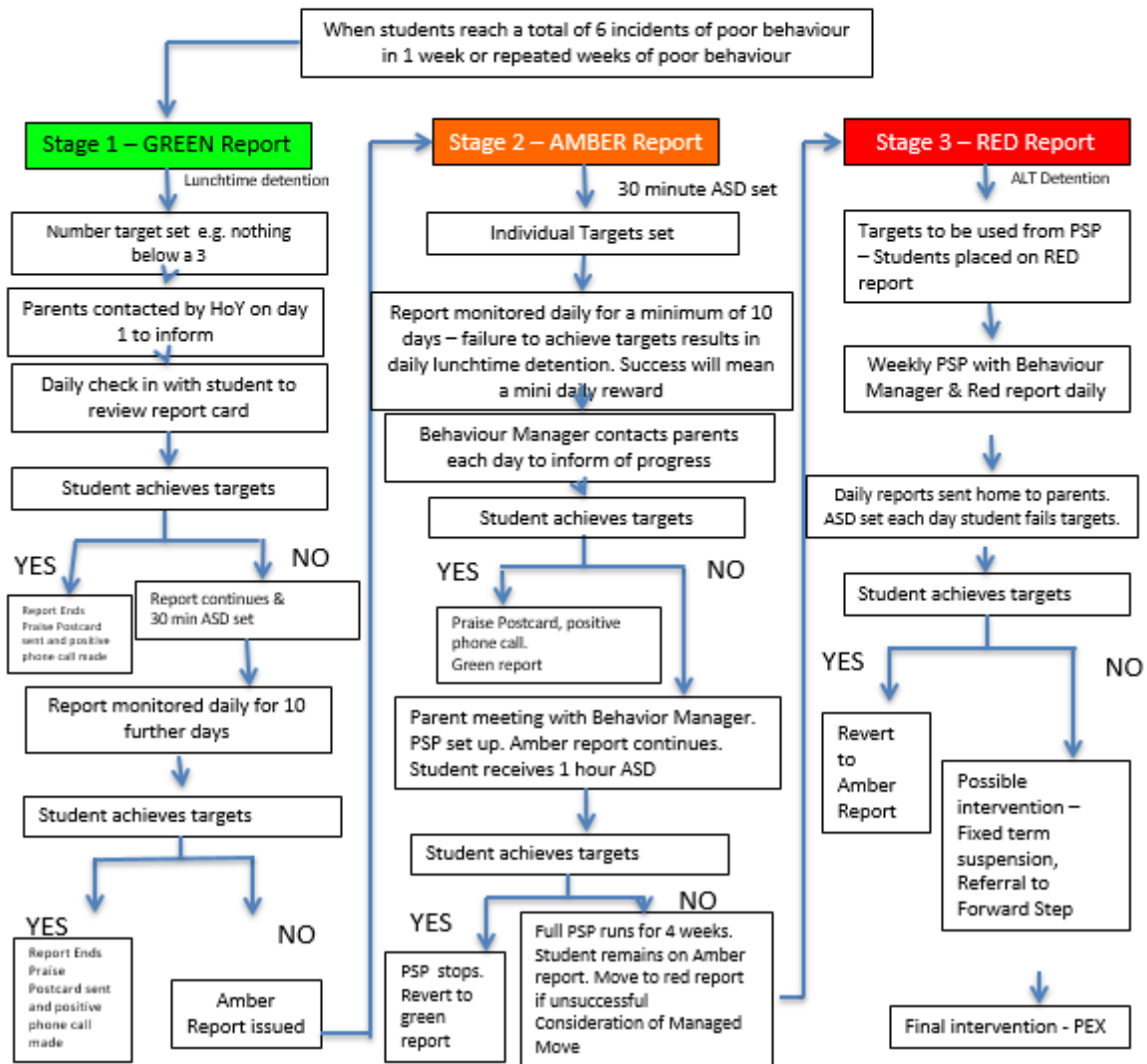
The KLA report system is traffic lighted:

- L1 – Green
- L2 – Amber
- L3 Red



How is a student moved up each level?

If a student fails to meet targets on the report or receives further incidents of poor behavior, during the report timeframe, they will fail the report and be moved up to the next level.



Poor Behaviour

- Student disrupts learning.
- Teacher records incident on Arbour
- Teacher sends student to MAC / FS / SS
- Teacher calls home to inform parent
- 30 minute faculty ASD set

Student attends detention



Incident is closed

Student fails to attend faculty detention

Detention leader contacts parents to inform that 1 hour ALT detention has been set

Teacher informs JH who sends a reminder text of ASD

Student attends ASD.

Incident is closed

Student fails to attend ALT ASD

Behaviour Manager refers student to Hoy / MAC

Hoy / MAC places student on Green Report Card
Parents informed
Detention set

Student attends ASD and completes 2 positive weeks on report

Incident is closed

JH = Jo Hoare

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