



KING SOLOMON

ACADEMY



Behaviour Policy

Named personnel with designated responsibility for behaviour

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2022-23	Max Haimendorf	Beth Humphreys (primary) Alice Cairns (secondary)	Roger Vintner	Jen Moses

1 INTRODUCTION

The Local Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of academy life is necessary. It seeks to create a caring learning environment in the academy by:

- Encouraging and acknowledging good behaviour and discipline.**
- Promoting self-esteem by encouraging pupils to value and respect themselves and others.**
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.**
- Promoting early intervention.**
- Ensuring a consistency of response to both positive and negative behaviour.**
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the academy's policy and associated procedure.**
- Encouraging children to take responsibility for their behaviour.**
- Explaining and addressing unacceptable behaviour.**

2 POLICY STATEMENTS

2.1 **Monitoring, evaluation and review**

The academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

2.2 **Interrelationship with other academy policies**

In order for the Behaviour Policy to be effective, a clear relationship with other academy policies, particularly Equal Opportunities and Inclusion policies has been established.

2.3 **Involvement of outside agencies**

The academy works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

2.4 **Procedures**

- 2.4.1 The Principal and senior leadership team in consultation with staff will develop the procedures from this policy. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents/carers. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treating every member of the academy equally. Each member of the academy community has a responsibility towards the whole community.

2.5 **Rewards and sanctions**

- 2.5.1 An academy ethos of encouragement and positive celebration is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued and rewards are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.
- 2.5.2 Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences. These sanctions are different for different age groups in the academy.

3 ROLES AND RESPONSIBILITIES

3.1 Governing body

- 3.1.1 The Governing body will establish, in consultation with the Principal, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear.
- 3.1.2 Governors will support the academy in maintaining high standards of behaviour.
- 3.1.3 The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

3.2 Principal

- 3.2.1 The Principal will:

be responsible for the implementation and day-to-day management of the policy and procedures.

ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

- **Make sure that pupils and parents are suitably updated and informed about the behaviour policy**

3.3 Staff, including teachers, support staff and student teachers

- 3.3.1 Staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- 3.3.2 Staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which pupils develop self-discipline and personal responsibility.

3.4 Parents and Carers

- 3.4.1 Parents and carers will take responsibility for the behaviour of their child both inside and outside the academy. They will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy.

3.5 Pupils

- 3.5.1 Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the academy policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

4 EARLY YEARS BEHAVIOUR MANAGEMENT

4.1 Early Years approach to behaviour

- 4.1.1 The foundations for excellent behaviour are made when our youngest pupils enter the school. Children who are 2 to 5 years old flourish best when they know how they and others are expected to behave. Children learn through interaction with caring adults who act as good role models, show them respect and value their individual personalities. We actively promote British values by offering children choices, encouraging children to talk about and share their ideas and listen to and consider the ideas of others.
- 4.1.2 Staff encourage and praise thoughtful, caring and polite behaviour at all times and provide an environment where children learn to respect themselves, other people, nature and their surroundings.
- 4.1.3 We believe that clear boundaries and routines support children to settle and feel safe because children know what to expect and how to behave in the EYFS. They are also important for each child's safety. We aim to set these boundaries as a group agreement so that each child can input to develop a sense of community and understanding of the significance of their own behaviour and that of others around them.
- 4.1.4 Restrictions on a child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.
- 4.1.5 We aim to:
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
 - Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
 - Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour
 - Provide activities and stories to help children to understand and celebrate similarities and differences and cultivate an interest in the thoughts and ideas of others as well as their own
 - Recognise the individuality of all our children and that some behaviours are normal in young children and must be handled sensitively e.g. biting
 - We support children in developing non-aggressive strategies to enable them to express their feelings
 - Encourage self-discipline, consideration for each other, our surroundings and property
 - Supporting and developing self-regulation and empathy as appropriate to the stage of development

- Support children to manage their feelings and behaviour by talking about emotions and encouraging co-regulation
- Promote non-violence and encourage children to deal with conflict peacefully
- Encourage reflection and conversation about behaviours both when things go well and when there is an opportunity for resolution
- Ensure that all staff act as positive role models for children, knowing that every action, word and expression has meaning,
- Provide a key worker system enabling staff to build a strong and positive relationship with children and their families
- Encourage parents and other visitors to be positive role models and challenge any inappropriate behaviour shown
- Work in partnership with parents by communicating openly
- Have a named person who has overall responsibility for behaviour management.

4.2 Approach to promoting positive behaviour

- 4.2.1 We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.
- 4.2.2 Similarly, we always comfort the child who has experienced negative behaviour, acknowledging their feelings and supporting both children to move forward.
- 4.2.3 Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be named, talked about and channelled in a positive way working with parents to create consistent, predictable approaches at home and in nursery or school. We **do not** condone parental corporal punishment.

4.3 How we respond when children show behaviours that are not appropriate or unacceptable:

- 4.3.1 Whenever possible a known adult will respond – both comforting the child who is upset and supporting the child whose behaviour is not acceptable.
- 4.3.2 Each response will be sensitive considering their age, stage of development and motivation for the behaviour.
- 4.3.3 The child will, whenever possible, be re-directed to alternative activities and/or staff will support a resolution using think time.
- 4.3.4 Discussions with children will take place as to why the behaviour was not acceptable, respecting their level of understanding and maturity.
- 4.3.5 The discussion will include how a child can find a resolution and move forward **and** provide strategies to change their behaviour if the situation occurs again.
- 4.3.6 All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate.
- 4.3.7 Throughout a child's journey through KSA, parents, staff and children working together is at the core of our vision. We know that young children often communicate through behaviours and therefore treat each behaviour individually based on the child's profile of development and hand in hand with families.
- 4.3.8 We inform parents if their child's behaviour is unkind to others or if their child has been upset.
- 4.3.9 In all cases we deal with inappropriate behaviour in EYFS at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery/school.
- 4.3.10 In some cases, we may request additional advice and support from other professionals, such as an educational psychologist.
- 4.3.11 We keep confidential records on any inappropriate behaviour that has taken place. Through partnership with parents and observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc.
- 4.3.12 Staff will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.
- 4.3.13 In the rare event that the strategies outlined above are not effective in preventing behaviour that is dangerous to the pupil or other pupils, staff are trained to be able to safely physically intervene to keep everyone safe. This is avoided wherever possible. If it does occur, the principles outlined in Section 7 (intervention is minimal, safe, by trained staff, careful records are kept and parents are always informed). Provision and support will always be reviewed with the parent to ensure the behaviour is avoided.

5 BEHAVIOUR EXPECTATIONS AND PROCEDURES

5.1 Approach to behaviour management

- 5.1.1 We want learning at King Solomon Academy to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.
- 5.1.2 It is extremely important that parents/carers understand and support the academy's Behaviour Policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the academy.
- 5.1.3 There may be rare times when parents/carers do not agree with the chosen consequence. In such cases, while the academy will be willing to discuss the matter, we hope that parents/carers will nonetheless support the academy's decision.
- 5.1.4 Where pupils have additional learning needs or SEND, we will offer additional support to ensure high standards of behaviour are maintained and the pupil is supported in making positive choices.
- 5.1.5 Depending on the situation, poor behaviour of pupils offsite is also the responsibility of the school and the behaviour policy may still apply. Leaders may apply the school's rules and sanctions if either of these conditions is met.
- misbehaviour when the pupil is any of:
 - o taking part in any school-organised or school-related activity
 - o travelling to or from school
 - o wearing school uniform
 - o in some other way identifiable as a pupil at the school.
 - misbehaviour at any time, whether or not the conditions above apply, that:
 - o could have repercussions for the orderly running of the school or
 - o poses a threat to another pupil or member of the public or
 - o could adversely affect the reputation of the school.
- 5.1.6 As an all-through school, the academy manages behaviour of a wide range of pupils in age. As such, the details of how behaviour is managed is different. This is particularly the case for Early Years pupils, see the relevant section above.

5.2 Behaviour expectations of pupils – the pupil code of conduct

- 5.2.1 In lessons, I will do whatever it takes to make sure that I:

Arrive at King Solomon Academy on time

- Bring the equipment I need and am prepared for my learning.**
- Wear the correct uniform smartly throughout the day.**
- Enter the academy quietly, greeting staff.**
- Enter the classroom calmly, greeting classroom staff.**
- Avoid all distractions: putting away anything not required for the lesson.**
- Be an active learner by engaging with the activities set by the teacher, and demonstrating that I am doing this by SLANTing (Sitting, Listening, Articulating/Answering, Nodding, Tracking) at all times.**
- Show respect for my own learning and that of others.**
- Be silent when requested.**
- Always complete my homework on time and to an excellent standard.**
- Make sure that I catch up with my learning if I have been absent from the academy or have fallen behind for other reasons.**
- Help a teammate if they are finding the learning difficult.**

5.2.2 In the academy and the local community, I will do whatever it takes to help create a safe environment which respects the rights of others by:

- Listening to members of staff and following instructions politely and calmly.**
- Walking purposefully and directly between destinations**
- Going straight to my lessons and holding doors open for others when the corridors are busy.**
- Never damaging academy property, defacing the building, dropping litter or spitting.**
- Never insulting, undermining or swearing at anyone.**
- Remembering I am always an ambassador for the academy. Leaving the academy and making my way home in an orderly, responsible way.**
- When travelling on public transport, I will respect those around me, speaking to teammates, transport staff and members of the public quietly and politely respecting the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property.**

5.3 Praise and Rewards

5.3.1 Praise and rewards will be used to motivate pupils much more frequently than negative consequences. This builds a culture of achievement and success and also allows for the positive reinforcement of acceptable and advantageous behaviours.

5.3.2 The praise and rewards employed by staff will aim to constantly reinforce the core values and character traits which are prioritised throughout the school.

- 5.3.3 Teachers at King Solomon Academy also recognise that praise must be precise and skilfully delivered.
- 5.3.4 Praise should be focussed upon character and effort (rather than achievement) and explicitly linked to the value or behaviour the teacher is seeking to reinforce. The ratio of acknowledgments and praise to correction or criticism is also carefully considered by teachers at King Solomon Academy with a clear determination that every child hears far more acknowledgment that they are doing the right thing and praise for their actions than any correction or criticism they may require
- 5.3.5 It is important that sufficient time is given in each lesson, each school day and each school week to have conversations and announcements about character and values which positively reinforce, through praise and reward, the behaviours, attitudes and expectations every pupil must demonstrate in order for the whole community to be successful. In every year group, the relevant Year Lead or Head of Year (supported by SLT) is responsible for ensuring the frequency, regularity and effectiveness of praise and reward.

	Individual Praise	Group Praise
Primary: EYFS	See EYFS behaviour above	See EYFS behaviour above
Primary: Yr 1 to 6	<p>Pupils moved “up the mountain” over the course of the day to help encourage pupils.</p> <p>Summit stamps awarded for positive demonstration of school values each day</p> <p>If target number of summit stamp is reached in half term, pupils invited to Summit Party – a celebration of their good choices.</p>	<p>Marbles in Marble Jars awarded for collective demonstration of KSA values and Marble Jar games played when the Jar is filled.</p> <p>If targeted number of Marble Jars are achieved in a half term, then class awarded a Marble Jar class reward.</p>
Additionally, in Yr 5 and 6	Green cards awarded for exceptional effort in meeting KSA values	
Secondary: Year 7-11	Merits and other awards in and out of lesson, alongside homework effort, punctuality and attendance data provide weekly payslip total. The payslip total provides rewards – auction prizes, privileges in school, invitations to school trips.	Summit scores are given for the class’ demonstration of the summit values. These scores are averaged over the half term and confer a whole class reward / trip / experience.
Years 12-13	Credits are added to pupil’s behaviour record. This is offset against any poor behaviour and other choices	

to produce a weekly Payslip.
A high payslip confers
additional privileges.

5.4 **Process and Procedures: Sanctions**

- 5.4.1 At King Solomon Academy, we strongly believe that the most effective method for creating excellent behaviour is creating a culture of high-achievement and aspiration where advantageous and acceptable behaviours are positively reinforced through precise praise and rewards at every available opportunity. At the same time, we believe that every misbehaviour must be addressed in order to create a culture of excellence and to create a safe and respectful community. However, our staff recognise that misbehaviour can be addressed in many different ways ranging from the low-key (non-verbal signals and proximity) to the high-stakes (fixed-term and permanent exclusions) and that they must use their professional judgement in deciding which response to a misbehaviour is the most appropriate.
- 5.4.2 Depending on the situation and the severity of the situation, every effort is made by teachers to use the least invasive form of intervention when addressing unproductive and unacceptable behaviours. Teachers are trusted to decide what the relevant consequence should be for poor behaviour. Where the behaviour is more serious they will refer the issue to senior staff for the appropriate consequence to be issued.

A summary of the behaviour management tools and techniques employed at King Solomon Academy and how they can be used is found below:

Action	Reset	Prompt	Consequence	Removal
Younger Years Site	Prompts and consequences cannot be used effectively when multiple pupils are displaying unproductive and unwanted behaviours. To intervene with more than one pupil at once dilutes the effectiveness of the intervention and to intervene with just one pupil when others could also have been addressed can suggest subjectivity, favouritism or unfairness	With very young children or SEN learners of any age, it may be necessary and appropriate to use the language of “reminder” and for prompts to be more explicit. In such instances, the teacher should make eye-contact or stand near the pupil and say, “reminder” followed by the name of the child	<p>Yellow and Red Cards</p> <p>A first yellow card in a lesson acts as a firm reminder of choice that the teacher believes they had made clear was unacceptable, either through their general approach in the classroom or due to specific set of expectations.</p>	Pupils should be removed when they receive a third yellow in a session or an automatic red. The removal process should be the start of a restorative process that includes a meeting with parent of the pupil involved led by the relevant teacher.
Junior School	As a result, when multiple pupils are displaying such behaviours a reset is required:	Use the least invasive forms of intervention to prompt pupils to do the right thing and to remind them of the expectations that have been set for the relevant activity:	If a pupil has received a yellow card and they then continue to misbehave, then they receive a second yellow. This means that they go to the think chair for a fixed period of time to reset and then return back to their desk asap.	
Middle School	<ol style="list-style-type: none"> 1. Call the whole group to attention (call and response, claps to silence or countdowns) 2. Reset the expectations required for the activity in question remember the principles of What To Do (specific, concrete, sequential, observable) and Explain Everything (purpose not power) 	<ul style="list-style-type: none"> • Non-verbal intervention • Positive Group Correction • Anonymous Individual Correction • Private Individual Correction • Lightning-quick Public Correction • Consequence 	<p>Demerits</p> <p>Demerits should be issued when the prompts previously listed to lead the pupil to correct their behaviour or when a specific behaviour (see below) is displayed by a pupil and should be recorded in BromCom.</p>	<p>On Call</p> <p>If a pupil receives three demerits in one lesson they should be spoken to by a senior member of staff, which may include being removed from the lesson using the On Call procedures detailed below.</p>
Upper School	<ol style="list-style-type: none"> 3. Re-start the activity and <i>be seen looking</i> for compliance and narrate the positive 4. Then use prompts and consequences (as below) for any 		<p>Automatic detentions</p> <p>Autos should be issued when specific behaviour issues arise which deliberately contravene the behaviour policy such as:</p> <ul style="list-style-type: none"> • Deliberately defacing school property • Swearing • Bringing a smart phone on site • Being unkind to another pupil 	

<p>Sixth Form</p>	<p>pupils continuing to display unproductive and unwanted behaviours</p>		<p>In the sixth form, a pupil can receive a Level 1 or a Level 2 detention</p>	<p>In the sixth form, a pupil would be removed from the lesson for three specific reasons:</p> <ul style="list-style-type: none"> • Threatening behaviour • Severely disruptive behaviour • Significant disrespect to an adult
--------------------------	--	--	--	---

5.5 Detentions

- 5.5.1 King Solomon Academy uses detentions as a consequence which ensures that pupils must formally reflect on the behaviour choices that they have made. These are shorter in Primary and longer in Secondary. They will often be supervised by senior member of staff such as their head of year/year lead or a member of the senior leadership team.
- 5.5.2 Detentions are issued either as the result of the accumulation of smaller behaviour consequences or as a result of significant breach of the academy code of conduct, such as being rude to a member of staff or having a smartphone in school in Secondary.
- 5.5.3 Detentions occur at set times and parents will be notified about any detentions which occur beyond the end of the school day.

5.6 On Call

- 5.6.1 Pupils who are persistently disruptive in a lesson and severely disrupt the learning of others should be removed from that lesson by a senior member of staff using the On Call system.
- 5.6.2 When a pupil needs to be removed from a lesson at King Solomon Academy, the On Call member of senior staff will be informed. The On Call staff member will either a) reset the pupil b) remove the pupil, issue a detention and return them to the lesson c) remove the pupil, issue a detention and place them in a designated office or classroom for the remainder of that lesson. The senior staff member will use their judgement in determining which of these is most likely to support that pupil and other pupils' learning.

5.7 Restorative community action

- 5.7.1 Sometimes leaders may judge that restorative community action would be the appropriate sanction, particularly if there is an action which clearly will make good the misbehaviour. For example, cleaning graffiti that the student has written, or picking up litter where the pupil has littered. Such actions should be agreed and explained with the pupil and wherever possible with the parent in advance of the action to avoid any risk of the pupil feeling mistreated by the suggested action. If in doubt or there is not agreement, pupils should be issued with a 'standard' consequence. No community action should require skills or risk exposure which is inappropriate to the age or competence of the pupil.

5.8 Internal and External Exclusions (suspensions)

Internal exclusion is called Extended Removal in Primary and is used as a result of serious misbehaviour or repeated referral to On Call due to disruption in class. This will involve spending a designated period of time (e.g. half / full day) outside of class either in another classroom on the think table or in a designated leader's office.

5.8.1 In Secondary, Internal Exclusion has two different formats: PREP1 and PREP2. PREP stands for Pupil Restoration and Engagement Programme and is a (usually) day long programme of conditions and activities which gives pupils the opportunity to reflect upon and plan to improve their behaviour. PREP 1 involves pupils spending one or more days separated from their peers, whilst still remaining in their classrooms and attending lessons as normal for the most part. To complete the programme and re-enter the community, pupils must complete the allotted number of days without receiving a demerit or other consequence and while meeting the expectations of PREP1 set for them at its outset - as well as demonstrating their willingness to improve their behaviour moving forwards. The pupil and their parents are informed of the expectations of PREP 1 prior to the consequence being served. Where the pupils' peers are asked for their feedback about whether the pupil has met the expectations of PREP1, this may inform the teacher, however the relevant staff member is responsible for this decision.

5.8.2 In Secondary, the following behaviours would result in a pupil being placed on PREP 1:

- 9 or more mistakes in a week (demerits or automatic detentions)
- Failure to attend Homework Catch Up or Detention
- Using strongly inappropriate language (e.g. swearing)
- Rudeness/Disrespect to staff
- Inappropriate/Dangerous behaviour outside of school
- Dangerous behaviour/Damage to property

5.8.3 In Secondary, PREP2 involves a pupil spending one or more days separated from their peers and working silently and independently in a separate room. To complete the programme and re-enter the community, pupils must complete the allotted number of days without breaking the code of conduct or the expectations of PREP2 and demonstrate their willingness to improve their behaviour moving forwards. PREP 2 is reserved for pupils who commit a severe breach of the code of conduct or who repeatedly are not successful in completing PREP1 on three consecutive days.

5.8.4 Suspension means that the pupil is kept at home for one or more days. Suspended pupils will receive a work pack to complete. This work must be completed and returned to the academy for review. The offences listed below will *likely* lead to suspension (or internal exclusion, depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion. Professional judgement of leaders will be used to determine if an exclusion is warranted, and the age of the children being taken into account. Younger pupils are often more likely to correct their behaviour if given the chance to fix it promptly, and so exclusion should be considered particularly carefully, and avoided wherever possible with younger pupils.

- **Persistently disruptive behaviour including refusal to follow instructions**
- **Threatening or confrontational behaviour**
- **Fighting/assault**
- **Aggressive derogatory and/or discriminatory insults/speech towards another member of the community**
- **Disruptive behaviour whilst internally excluded in the academy**
- **Racial/sexual/biphobic, homophobic or transphobic harassment**
- **Bullying**
- **Theft**
- **Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography)**
- **Smoking on the academy site or in academy uniform**
- **Graffiti or property damage**
- **Persistent refusal to obey rules**
- **Leaving the academy without permission**
- **Behaviour likely to bring the Academy into disrepute**

5.8.5 The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which has been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort, after a pupil's behaviour has continued to escalate despite support and intervention using Behaviour Plans. This would include persistent and defiant misbehaviour including bullying (which could include racist or homophobic bullying) or repeated possession and or use of an illegal drug on academy premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

Serious actual or threatened violence against another pupil, member of staff, or relevant person.

Sexual abuse or assault.

Supplying an illegal drug.

Carrying a weapon.

Arson.

Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy.

The Academy will consider police involvement and other agencies for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the academy and its pupils and staff.

5.8.6 Suspension protocol

Suspensions will be conducted in accordance with the [Department for education's guidelines](#)

Suspended pupils will receive a work pack to complete at home. If this pack is not completed they may be internally excluded in order to complete this work.

Excluded pupils who were serving an internal exclusion before the exclusion must return to complete the internal exclusion before returning to class

In Primary, excluded pupils must complete a restorative conversation with their teacher and other relevant members of staff before returning to school. In Secondary, excluded pupils must complete a day of PREP 1 on returning to school.

Leaders will complete a risk assessment and reintegration meeting for all pupils who have been excluded.

6 INVESTIGATING INCIDENTS, SEARCHING AND CONFISCATION

- 6.1.1 The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.
- 6.1.2 Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Principal and/or the Designated Safeguarding Lead as appropriate. In situations where other services need to be informed, the Principal or their designate will attempt to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.
- 6.1.3 If a serious offence appears to have been committed, the member of staff concerned should inform the Principal or their designate as soon as possible. The Principal or their designate will decide the nature of investigation required, usually including conducting an initial interview with the pupil/pupils concerned and by arranging for the pupil/pupils concerned to produce a statement relating to the matter.
- 6.1.4 CCTV cameras may be checked to provide evidence of the facts.
- 6.1.5 It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgments are made concerning the matter.
- 6.1.6 Once an investigation for a serious offence begins it may be necessary for the pupil/pupils concerned to be supervised by a member of staff or in extreme cases isolated from other pupils. Any investigation should be conducted away from the public gaze.
- 6.1.7 When a pupil is interviewed he/she should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that pupils are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed and dated by the pupil concerned.

6.2 Searches and confiscation

- If a member of staff suspects that a pupil is in possession of a prohibited object the pupils outer garments or belongings may be searched, including with a metal detecting 'wand'. This search of a pupil should be conducted by the Principal or a member of staff authorised by the Principal (usually SENCO/SLT). The search should be conducted by the same gender as the pupil, and with another adult (where possible of the same gender). Before any search is undertaken, consent will be sought from pupils. If consent is refused, the pupil will be asked to say why they have refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as 'prohibited items'), the pupils belongings and outer garments may be searched without their consent.
- When being searched, pupils cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats and jumpers. Searching the pupil's possessions includes searching a pupil's goods over which he has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.
- When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the academy rules. Where any article is thought to be a weapon it must be passed to the police.
- It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. Where objects are found and when the object found constitutes a significant breach of the academy rules, especially a "prohibited item". The individual pupil's parents or guardians should be contacted.
- Where items are confiscated they should be disposed of safely if inappropriate for a child to have, or if appropriate, returned to the pupil or parent after the relevant period. To discourage pupils in Secondary (Years 7-11) from bringing smartphones to school, such phones will be confiscated until the start of the next half term, unless there is exceptional mitigation in the judgement of Principal where the item may be returned sooner. Items such as smartphones that are valuable must be labelled and locked in a safe and the parent informed.
- If the school is concerned about prohibited items being present in school, for example in a particular class or year group, senior staff may search all pupils in the group to ensure that such an the item is not present.

7 RESTRAINT (PHYSICAL INTERVENTION)

7.1.1 Restraint Responsibilities & Authorisation to Restrain

All members of staff are authorised by the Principal to use necessary and reasonable force to physically intervene to prevent or stop a potentially harmful/violent or dangerous act taking place where the wellbeing of a person or persons is at risk. However, where possible and time allows, senior staff should be called. The decision to restrain another individual is to be made solely by the member of staff and they do so under their own instruction/volition. There is no expectation for staff to intervene in a harmful/violent or dangerous situation where they feel their own well-being or health & safety would be at risk. Restraint is where a necessary amount of force to prevent a person from causing damage/harm to themselves or others and is used by a member of staff or other authorised person or contracted agent to stop their actions. Where a member of staff has applied necessary restraint appropriately, the academy would support their actions. Members of staff should be aware if force was used against a person or persons that were not considered necessary and/or reasonable this may be viewed as a disciplinary offence and may result in disciplinary action. Staff will not be asked to restrain a pupil and should only do so in extreme cases if they are comfortable to do so.

7.1.2 Prevention and Implementation The first step in any response to emergency situations is prevention and de-escalation. All staff are expected to be vigilant in the monitoring of others' behaviour and act to prevent a harmful/violent and dangerous situation arising. Students should be engaged in purposeful learning activities, where members of staff should be alert to changes in the climate of the learning environments and/or student group's dynamics and act to prevent negative tensions building. Members of staff are expected to reinforce the high standards of behaviour expected of students through consistent engagement with students acting outside of those standards. All members of staff should be proactive in approaching people who are not following the acceptable standards of behaviour. **Restraint is an action of last resort and is not a substitute for behaviour management strategies.** The emphasis of such strategies should be on managing incidents and behaviour through non-physical, nonthreatening aggression-free strategies. Physical intervention should only be considered in order to control situations involving imminent danger to students or to others. Where de-escalation of a situation has not been possible and restraint is deemed necessary the minimum of physical force should be used, for the minimum of time, ensuring the least restrictive intervention necessary to make the situation safer. CCTV cameras may be checked to provide evidence of the facts.

7.1.3 Training Periodically, the staff body are trained on the use of physical intervention. Where staff miss this training or are new to the school, additional training may be organised. Until this training has been undertaken, staff members who have not been trained should not intervene physically, even if they judge that by doing so they could prevent injury or harm. On balance, the academy believes that the risks of having untrained staff physically intervene outweigh the risks of inaction. For this reason the training is periodically (every 4 years) offered to all staff, to ensure a reasonable proportion of the staff have up to date training at any time.

7.1.4 Application of Physical Intervention (Reasonable Force) Physical intervention can take several forms, including physically interposing between students, blocking a student's path, holding, leading a student by the hand or arm, shepherding a student away by placing a hand in the centre of the back, or in the extreme circumstances, using more restrictive holds. Staff should not act in a way that might reasonably be expected to cause injury, for example holding a student around the neck or by the collar or in any other way that might restrict their ability to breathe, slapping, punching or kicking, twisting or forcing limbs. Staff should always try to deal with a situation through other strategies and techniques for dealing with difficult students before using force including withdrawal of themselves or others. Physical intervention should only be used when other methods have failed. Where there is no direct risk to people, any action taken could exacerbate the situation and should therefore be avoided. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.

Staff may only exercise the statutory power to use force where:

- They and the student are on premises; or
- They are off premises but are in lawful control or charge of the student (for example on a trip or visit).

7.1.5 Reasonable Force in Physical Intervention

The law allows the use of force to prevent:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)
- Causing personal injury to any person (including the student themselves)
- Causing damage to the property of any person (including the student themselves)

There is no legal definition of what degree of force is reasonable, it will always depend upon the precise circumstances of the individual case, however the degree of force used should always be:

- In proportion to the consequences it is intended to prevent; and
- The minimum needed to achieve the desired result.

When reaching a decision about using force, staff will need to take into account relevant factors related to any special educational needs or disabilities a particular student may have.

Factors influencing the judgement to physically intervene include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- The chances of achieving the desired result by other means
- The relative risks associated with physical intervention compared with using other strategies.

7.1.6 Practical Considerations

Before intervening physically, the member of staff should, wherever practicable, tell the student who is misbehaving to stop. If it is necessary to make physical contact, the member of staff should make it clear that the contact or restraint will stop as soon as it ceases to be necessary. A calm, measured approach is essential. Staff should never give the impression that they have lost their temper, are acting out of anger or frustration or to punish the student.

In these circumstances, the member of staff should remove other students who may be at risk and request assistance from colleague(s) or where necessary, a member of the leadership team.

- Wherever possible, assistance should be sought before intervening (when dealing with a physically large student, for example) if the member of staff feels they may be at risk of injury. Physical intervention with 2 members of staff
- Use your voice first: verbal instructions should be given before and during any physical intervention narrating what you are doing throughout.
- Use physical intervention only when necessary to resolve the incident: this should be the minimum force required, lasting for the shortest practicable time - the purpose should be restraint and the reduction of risk.
- Do not strike blows or retaliate against students: to do so would exceed your authorisation to intervene, and create a significant risk of an allegation of assault being made.

7.1.7 Recording Incidents Any occasion where physical intervention is used must be recorded in the physical intervention log. If a child or adult is injured in any way in such an incident then a Serious Incident Report must be completed. All Serious Incidents must be reported on and this process is managed by Operations Director. It is essential that staff make a written statement of any occasion and place this on Edaware immediately following the restraint or search incident (except minor or trivial incidents). All records will be retained in line with our Data Protection Policy.

Monitoring and Review As part of the safeguarding audit, physical intervention incidents will be reviewed to ensure practice is safe and proportionate. In addition, all serious incidents (where a pupil or a staff member is injured following the use of physical intervention) are reviewed by Ark Schools and by the Local Governing Body.

Appendix: primary behaviour one pager 2022-23

How to manage pupils' behaviour at KSA Primary 2022-3

<p>Be positive, clear, kind and calm. (Joy Factor!) Use non-verbals, hand gestures, expressions, proximity. Use positive group correction: "We need 100% tracking now."</p>	<p>Use an anonymous correction: "Not waiting on two more people..." "We have 95% ready, we need 100%"</p>	<p>Make a private individual correction or give private precise praise (whispered).</p>	<p>Use a lightning quick public correction: "I can see Sara, Ais, Jacob have all started already- Yahya, pick your pencil up please - well done; Samira, Tamim, Fahad have also all started..."</p>
--	--	--	--

Escalating behaviour...

Give a YELLOW CARD.
"Wo, it's not ok for you to shout across the room, that's a yellow card. We need your tracking in silence now please. Thank you."
Initial on the tracker.

Re-engage pupil as quickly as possible.
Give child time to calm/reflect. Be patient. Look for opportunities to use non-verbals, praise publicly or privately depending on the child.

For one off extremely poor behaviour...

Give RED CARD.
"This behaviour is unacceptable in our school" Call 120 to send SUT to collect child and remove to different year group class.
DETENTION at lunch time or after school. Detention reflection form completed and stored in meeting. Teacher give a **MEETING** end of day, teacher logs on behaviour AND logs an extended concern. Trial to parent confirming conversation and next steps.

THREE YELLOWS in a WHOLE day = DETENTION at lunch time or after school. Detention reflection form completed. Teacher and parent **CATCH UP MEETING** end of day. Log on this concern. If you see a pupil on two, give them helpful reminder about avoiding a third...

If poor behaviour continues or escalates within session, give **THIRD YELLOW CARD = REMOVAL**. Send with an adult to IT class (IT swap 1d, 1st and 3-4) OR if extreme, Teacher message the call for SUT to pick up. Initial on teacher and card. **DETENTION** at lunch time or after school. Detention reflection form completed and stored in meeting. Teacher and parent **MEETING** end of day, teacher logs on behaviour AND logs an extended concern. Trial to parent confirming conversation and next steps.

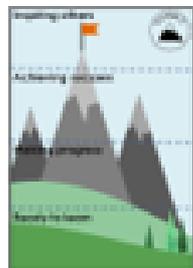
Re-engage pupil as quickly as possible.
Give child time to calm/reflect. Be patient. Look for opportunities to use non-verbals, praise publicly or privately depending on the child.

All consequences (apart from in extreme circumstances) reset at the end of each day. Fresh start in "ready to learn."

Individual rewards

- All pupil photos begin in "Ready to Learn";
- Possible to move up at the end AM1 before play, AM2 before lunch, PM1 (midway through afternoon) and PM2 dismissal;
- Pupils who at in "Inspiring Others" at the end of the day earn a summit stamp in their reading record or homework diary during Dismissal; 30 stamps in HT = **SUMMIT PARTY!**

Pupils do not move down the mountain! (Only in EYFS)



Whole class rewards:
Award up to 5 marbles for:

- ✓ successful partner work / talk task
- ✓ team related learning
- ✓ team displaying good habits of discussion
- ✓ an individual giving clarity on a point / strategy/ an inference that benefits the whole team
- ✓ an extended explanation that benefits the whole team
- ✓ using key vocabulary in talk tasks
- ✓ independently referencing the working wall
- ✓ getting a particular procedural skill right at the start of the year or as a re-set for a fixed period e.g. morning routine / being kind = set time limit and expectations

• Marbles are **NEVER** removed!

• Full marble jar = 5 mins marble jar games, the same day unless achieved at the end of the day;

• 8 full marble jars in a half term = **CLASS CELEBRATION* ACTIVITY!**

Award 5 marbles for:

- ✓ 100% Attendance am
- ✓ 100% Attendance pm
- ✓ 100% punctuality - am only

Award up to 10 marbles for:

- ✓ Electric moments when whole class is absorbed in their work for a sustained period of time
- ✓ Completing daily holiday homework
- ✓ A maximum of 20 marbles awarded per lesson

***Class treat should not be longer than one hour.**

Examples of treats:

- Unrated movie in the classroom = popcorn
- team game
- arts and crafts
- a class quiz
- picnic on the green or flambrant gardens
- chn to bring in their toy/game from home

Appendix: Secondary Behaviour 2022-23

Secondary Behaviour Management at KSA – September 2022

Approach to behaviour management

We want learning at King Solomon Academy to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.

Praise and rewards

Praise is used to constantly enforce positive culture and reinforce the four core KSA values. Praise must be precise and focused on effort rather than achievement. Praise is explicitly linked to the value or behaviour that the teacher is aiming to enforce.

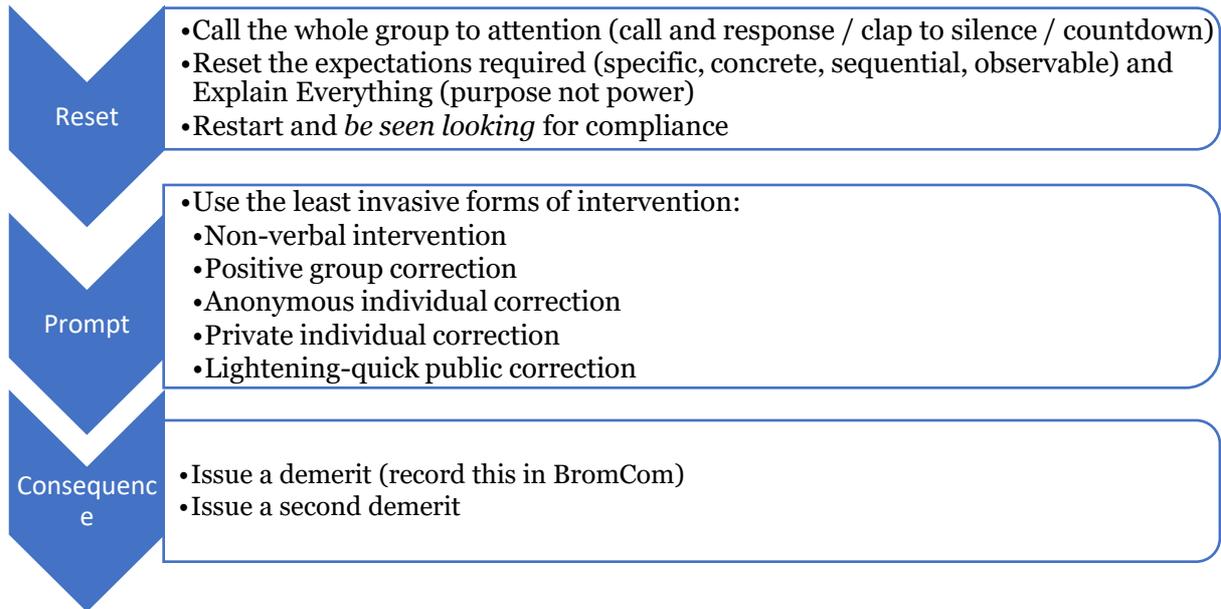
Individual Praise	Group Praise
<ul style="list-style-type: none"> • Verbal praise • Star learning in lessons • Merits • Double merits • AWOPRs (“act worthy of public recognition”) 	<ul style="list-style-type: none"> • Summit Score every lesson

Merits in and out of lessons, homework completion and effort, punctuality and attendance data all contribute to a pupil’s weekly “Payslip”. Pupils must earn £KSA 75 or more in order to take part in enrichment that week. The average payslip total over a half term and an academic year provides rewards. These include:

- Half termly auction
- Privileges in school
- Invitations to school trips
- Invitation to the annual residential

Summit Scores are based on the four core KSA values (Aim High, Work Together, Be Kind and Lead the Way). These scores reflect the class’ demonstration to meet these values with a score of 1 for each (total of 4). Teachers narrate where a class have fallen short of a value at the end of the lesson. Summit scores are averaged over a half term and lead to:

- Half termly summit parties and wearing own clothes for the day for classes who have a high average score
- Half termly summit prize trips
- Whole class experiences



Sanctions:

Sanctions are used when pupils are not meeting expectations. Every effort is made to use the **least invasive form of intervention** and teachers use professional judgement in situations.

Flowchart of escalation:

Sanction	Explanation	Examples (this is not meant to exhaustive but gives examples of the level or seriousness of the misbehaviour)
Demerit	Issued when a least invasive form of intervention has not corrected a pupil behaviour or immediately in the corridor/break <i>Demerits should be issued when the teacher believes the expectation was *crystal* clear and the behaviour is due to a choice to not meet the expectation</i>	<ul style="list-style-type: none"> - Uniform infringement - Lack of equipment - Talking over a teacher - Talking over a peer - Poor reaction - Not following an instruction - Talking in any transition on the corridor (Middle School) - Talking in a transition on the way to lessons as part (Upper School)
Automatic Detention	Issued for specific behaviours	<ul style="list-style-type: none"> - Deliberately defacing school property - Swearing - Having a phone on site - Unkindness to another pupil -
Level 1 or 2 Detention (6th form ONLY)	Issue for 6 th formers for specific behaviours	<ul style="list-style-type: none"> - Late to school - Not following instructions - Rudeness to staff - Rudeness to peers
ON CALL	Issued when a pupil has received three demerits in a single lesson or requires a reset (see below)	<ul style="list-style-type: none"> - Receiving three demerits in a lesson - Severe disruption - Severe rudeness
PREP 1 “Pupil Restoration and Engagement Programme 1”	Issued for specific behaviours or persistent disruption. Involves pupils being isolated from their peers on a single desk whilst still remaining in the classroom for one or more days. Pupils must not receive any demerits on this day in order to pass and be reintegrated. The pupil apologises to their class the following morning by reading this out loud. The class vote to accept them back into their team.	<ul style="list-style-type: none"> - Receiving nine or more mistakes in a week (demerits / automatic detentions) - Not attending homework catch up or detention - Using inappropriate language - Severe unkindness / bullying - Severe rudeness to staff - Inappropriate behaviour outside of school - Severe damage to property
PREP 2 “Pupil Restoration and Engagement Programme 2”	Issued for specific behaviours or persistent disruption. Involves pupils being isolated from their peers in the PREP 2 room on the Upper School corridor for one or more days.	<ul style="list-style-type: none"> - Failing three consecutive days of PREP 1 - Severe bullying - Truancy - Physical aggression - Physical fighting - Persistently disruptive behaviour

	<p>Pupils complete independent work silently in a booklet and must follow all expectations on this day in order to pass and be reintegrated.</p> <p>The pupil apologises to their class the following morning by reading this out loud. The class vote to accept them back into their team.</p>	<ul style="list-style-type: none"> - Threatening / confrontational behaviour - Graffiti / property damage
Suspension	<p>This involves pupils being kept at home for one or more days</p>	<ul style="list-style-type: none"> - Racial/sexual/homophobic bullying - Drug abuse or possession or drugs or illicit material - Smoking - Repeated refusal to follow instructions