



# KING SOLOMON

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## ACADEMY



# Behaviour Policy

**Named personnel with designated responsibility for behaviour**

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2020-21	Max Haimendorf	Alice Cairns	Roger Vintner	Jen Moses

## 1 INTRODUCTION

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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:

- a Encouraging and acknowledging good behaviour and discipline.
- b Promoting self-esteem by encouraging pupils to value and respect themselves and others.
- c Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- d Promoting early intervention.
- e Ensuring a consistency of response to both positive and negative behaviour.
- f 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.
- g Encourage children to take responsibility for their behaviour.
- h Explain and address unacceptable behaviour.

## 2 POLICY STATEMENTS

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### 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, Inclusion, and the Use of force to control or restrain pupils, 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 in which they live.

### 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 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.

### 3 ROLES AND RESPONSIBILITIES

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#### 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:

- a be responsible for the implementation and day-to-day management of the policy and procedures.
- b 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.
- c ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the 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 BEHAVIOUR EXPECTATIONS AND PROCEDURES

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### 4.1 Approach to behaviour management

- 4.1.1 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.
- 4.1.2 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.
- 4.1.3 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.
- 4.1.4 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 a positive choice.

### 4.2 Behaviour expectations of pupils – the pupil code of conduct

- 4.2.1 In lessons, I will do whatever it takes to make sure that I:
- a Arrive at King Solomon Academy on time
  - b Bring the equipment I need and am prepared for my learning.
  - c Wear the correct uniform smartly throughout the day.
  - d Enter the academy quietly, greeting senior staff.
  - e Enter the classroom calmly, greeting the teacher.
  - f Avoid all distractions: putting away anything not required for the lesson.
  - g 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.
  - h Show respect for my own learning and that of others.
  - i Be silent when requested.
  - j Always complete my homework on time and to an excellent standard.
  - k Make sure that I catch up with my learning if I have been absent from the academy or have fallen behind for other reasons.
  - l Help a teammate if they are finding the learning difficult.

In relation to COVID-19, the following will also apply:

- m Wear a face covering when moving around the building and when in classrooms (unless you are exempt) according to government guidelines
- n Adhere to age-appropriate social distancing and limit contact with the classroom teacher/staff as much as possible according to government guidelines

- 4.2.2 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:
- a Listening to members of staff and following instructions politely and calmly.
  - b Walking purposefully and directly between destinations
  - c Going straight to my lessons and holding doors open for others when the corridors are busy.
  - d Never damaging academy property, defacing the building, dropping litter or spitting.
  - e Never insulting, undermining or swearing at anyone.
  - f Remembering I am always an ambassador for the academy. Leaving the academy and making my way home in an orderly, responsible way.
  - g 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.

In relation to COVID-19, the following will also apply:

- h Following all instructions and procedures for effective hand washing;
- i Never coughing, spitting or touching others unnecessarily;
- j Wearing a mask on public transport and complying with all social distancing measures when not on the school site and in the community.
- k Complying with all social distancing measures and maintaining 2m distance from all adults and other pupils where possible (age-appropriate)
- l Remaining in my assigned “bubble” when on the school site;
- m Sitting in designated seat when in classrooms or other regular spaces e.g staying in designated playspace in outdoor areas;
- n Adhering to the one-way staircase system.

### 4.3 Praise and Rewards

- 4.3.1 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.
- 4.3.2 The praise and rewards employed by staff will aim to constantly reinforce the core values and character traits which are prioritised throughout the school.
- 4.3.3 Teachers at King Solomon Academy also recognise that praise must be precise and skilfully delivered.

- 4.3.4 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
- 4.3.5 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.

	<b>Individual Praise</b>	<b>Group Praise</b>
<b>Primary: EYFS</b>		
Primary: Yr 1 to 6	Pupils moved “up the mountain” over the course of the day to help encourage pupils. Summit stamps awarded for positive demonstration of school values each day  If target number of summit stamp is reached in half term, pupils invited to Summit Party – a celebration of their good choices.	Marble Jars awarded for collective demonstration of KSA values.  If targeted number of Marble Jars are achieved in a half term, then class awarded a Marble Jar class reward.
Additionally, in Yr 5 and 6	Green cards awarded for exceptional effort in meeting KSA values	
Secondary: Year 7-11	Merits 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.
<b>Years 12-13</b>		

#### 4.4 Process and Procedures: Sanctions

- 4.4.1 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.
- 4.4.2 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.

In relation to COVID-19, sanctions will also be used to provide firm guidance and boundaries around how to keep the community safe.

The academy makes a distinction between behaviour which is wilfully non-compliant of safety control measures, which will be treated seriously, and unintentional breaches of these control measures, which will be addressed through reminders and re-teaching of expectations. Where a pupil repeatedly or deliberately breaches these expectations, for example by not adhering to social distancing when that is required, sanctions will be used to deter pupils from these behaviours. As with other behaviour decisions in the school, staff are trusted to exercise their professional judgement about how deliberate any control measure breaching behaviour is and therefore what sanction may be appropriate.

**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
<b>Younger Years Site</b>	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><b>Yellow and Red Cards</b></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 involve led by the relevant teacher (See behaviour one-pager for updated
<b>Junior School</b>	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.	Removal procedure as a result of Covid-19 safety measures)
<b>Middle School</b>	<ol style="list-style-type: none"> <li>1. Call the whole group to attention (call and response, claps to silence or countdowns)</li> <li>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)</li> </ol>	<ul style="list-style-type: none"> <li>• Non-verbal intervention</li> <li>• Positive Group Correction</li> <li>• Anonymous Individual Correction</li> <li>• Private Individual Correction</li> <li>• Lightning-quick Public Correction</li> <li>• Consequence</li> </ul>	<p><b>Demerits</b></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>	<b>On Call</b>
<b>Upper School</b>	<ol style="list-style-type: none"> <li>3. Re-start the activity and <i>be seen looking</i> for compliance and narrate the positive</li> <li>4. Then use prompts and consequences (as below) for any pupils continuing</li> </ol>		<p><b>Automatic detentions</b></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"> <li>• Deliberately defacing school property</li> <li>• Swearing</li> <li>• Bringing a smart phone on site</li> <li>• Being unkind to another pupil</li> </ul>	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.

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

- 4.5.1 King Solomon Academy uses detentions as a consequence which ensures that pupils must formally reflect on the behaviour choices that they have made in the presence of a senior member of staff such as their head of year or a member of the senior leadership team
- 4.5.2 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 having a smartphone in school in Secondary.
- 4.5.3 Detentions occur at set times and parents will be notified about any detentions which occur beyond the end of the school day.

## 4.6 On Call

- 4.6.1 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.
- 4.6.2 When a pupil needs to be removed from a lesson at King Solomon Academy, the teacher will send a message on MS Teams to the designated On Call member of senior staff at that time. The On Call teacher 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.
- 4.6.3 In relation to COVID-19, the approach will be to reduce the number of times that a pupil is removed to another location, as this may increase the risk of transmission, and reduces learning time. However, the staff's professional judgment will be trusted to assess each situation, and remove the pupil if necessary.

## 4.7 Internal and External Exclusions

- 4.7.1 Internal exclusion in Primary will be 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.
- 4.7.2 In Secondary, Internal Exclusion has two different formats: PREP1 and PREP2. PREP stands for Pupil Restoration and Engagement Programme and is a 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. 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.
- 4.7.3 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)
- 3 automatic detentions in a week
- 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

In relation to COVID-19, the following will also apply:

- Deliberately undermining COVID-19 guidelines. This could include, but is not limited to: coughing in another person's face, touching another person with a contaminated item, consistently breaking 2m distance between others after reminders.

- 4.7.4 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.
- 4.7.5 In Secondary, 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
- 4.7.6 Fixed-term exclusion means that the pupil is kept at home for one or more days. Excluded 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 fixed-term exclusion (or internal exclusion, depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion.
- a Persistently disruptive behaviour including refusal to follow instructions.
  - b Threatening or confrontational behaviour.
  - c Fighting/assault
  - d Aggressive derogatory and/or discriminatory insults/speech towards another member of the community.
  - e Disruptive behaviour whilst internally excluded in the academy.
  - f Racial/sexual/homophobic harassment.
  - g Bullying.
  - h Theft.
  - i Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography).
  - j Smoking on the academy site or in academy uniform.
  - k Graffiti or property damage.
  - l Persistent refusal to obey rules.
  - m Leaving the academy without permission.
  - n Behaviour likely to bring the Academy into disrepute.
- 4.7.7 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.
- a 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.
  - b 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 or a member of staff.

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.

#### 4.7.8 Exclusion protocol

- a Exclusions will be conducted in accordance with the Department for education's exclusion guidelines: Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units (2008) <http://bit.ly/XOxQGC>.
- b Excluded 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.
- c Excluded pupils who were serving an internal exclusion before the exclusion must return to complete the internal exclusion before returning to class
- d In Primary, excluded pupils must complete a restorative conversation with their teacher and other relevant members of staff before returning to school.
- e In Secondary, excluded pupils must complete a day of PREP 1 on returning to school.

In relation to COVID-19, the following will also apply:

- Exclusions panels, where required may be conducted remotely, if all participants are remote from one another.

## 5 INVESTIGATING INCIDENTS, SEARCHING AND CONFISCATION

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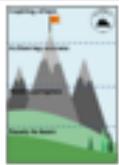
- 5.1.1 The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.
- 5.1.2 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 Headteacher and/or the Designated Person for child protection as appropriate. In situations where other services need to be informed, the Headteacher 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.
- 5.1.3 If a serious offence appears to have been committed, the member of staff concerned should inform the Principal as soon as possible. In the event that this is not possible then the staff member should refer it to the head of year. The Headteacher or his 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.
- 5.1.4 CCTV cameras may be checked to provide evidence of the facts.
- 5.1.5 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.
- 5.1.6 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.
- 5.1.7 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.

### 5.2 Searches and confiscation

- a If a member of staff is suspects that a pupil is in possession of a prohibited object the pupil may be searched. This search of a pupil should be conducted by the Principal or a member of staff authorized 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 s/he has 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 pupil may be searched without their consent.
- b When a search is conducted where there is a suspicion of a ‘prohibited item’ this can be conducted without the consent of the pupil.

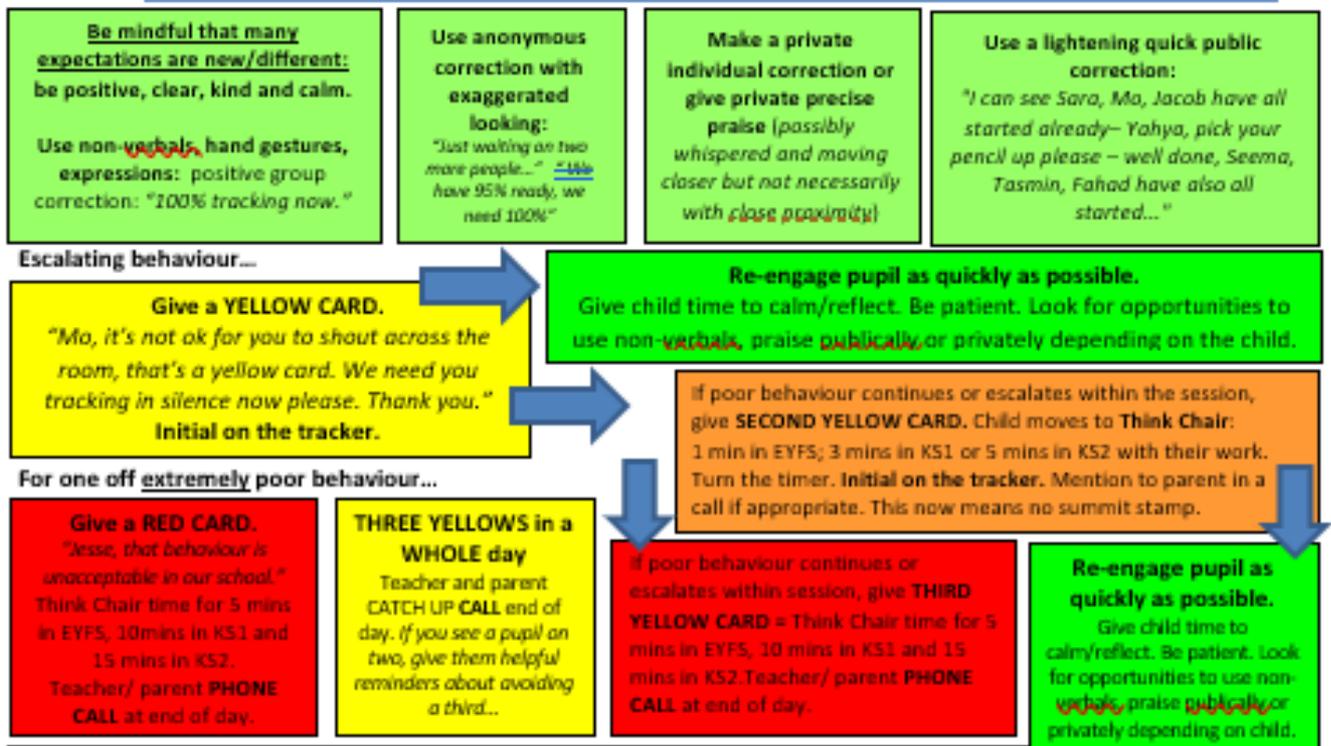
- c When being searched, pupils cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats and jumpers. Searching the pupil's possessions includes searching a pupil's goods over which he has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.
- d 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.
- e 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.

Appendix: primary behaviour one pager 2020-21



## How to manage pupils' behaviour at KSA Primary 2020-21

As we navigate the necessary Covid-19 health and safety measures, and manage pupils' transition back into a school environment, it is more important than ever to focus our efforts on the top line interventions and to avoid any other more invasive interventions where possible.



**NB. If a child needs to be removed and maintaining distance is possible, it will not be to another classroom but to a leader's office.**

**Emergency On-call - i.e. another member of staff entering the bubble and breaking distancing with a pupil - should be saved for the most serious breaches of health and safety for example if a pupil is putting themselves or others in danger and where the on-call leader is wearing PPE. The on-call leader will likely talk to you in a physically distanced conversation and then assess the risks and take one of the following courses of action:**

- Removal of the child (either at a distance or using proximity if necessary) to another location (outside or to a room not used by anyone else) to call parents and await pick up if a serious breach of health and safety has taken place
- Removal of the rest of the bubble to isolate the child (with likely follow up of calling parents and sending home)

Re-integration of pupils whose behaviour poses a threat to health and safety will be planned on a case by case basis with parents and other professionals where appropriate.

**Individual rewards: Pupils do not move down the mountain! (Only in EYFS)**

- 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; 20 stamps in HT = SUMMIT PARTY!

**Whole class rewards: Award up to 5 marbles for:**

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

**Marbles are NEVER removed!**

**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:**

- U rated movie in the classroom + popcorn; team game; arts and crafts; a class quiz; picnic on the green or Rembrandt gardens (No ICT games)

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