



EMMANUEL
SCHOOLS FOUNDATION

The King's Academy



Behaviour and Discipline Policy



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1. Vision and Mission

The ESF Schools are Christian ethos schools with a mission to encourage the development of excellence in scholarship, character and community life. We do this by raising academic aspirations, by nurturing individual gifts and talents and by helping students recognise the image of God in themselves and others; this enriches their experience of life and, in turn, enhances the economic, social and cultural wellbeing of the communities in which they live.

At The King's Academy we work closely with our parents to create a culture in which every opportunity is seized to mould men and women of character. The Academy's aim is to mould and shape each student's character according to the Christian ethos, and through this also to recognise the importance of the stated Core Values, namely:

- Humility
- Compassion
- Honourable Purpose
- Courage
- Self-discipline
- Integrity
- Accountability

The primary means of achieving character development is through the relationship that exists between an individual member of staff and each individual child. This relationship needs to be built on respect and the understanding that the teacher (*acting in loco parentis*) has the responsibility, authority and mandate to pass on those values, customs, traditions and manners which represent the best of The King's Academy's culture. The relationship needs to be both compassionate and demanding of the fulfilment by each child of their great potential. Each child needs the security of knowing they are valued, accepted and cared for, and to experience praise and encouragement. Yet, at the same time, they need to know that the Academy has the highest expectations of the kind of people it would like them to mature into.

It is vital that there is clarity regarding expectations of the students. Students are given clear guidelines and boundaries and these become the basis of routines, procedures and traditions. Students should be helped to understand the rationale for guidelines and boundaries, and learn that discipline is an aspect of a parent's (or *loco-parentis*) love. Rather than restricting the child, these boundaries give each student both a sense of security and the freedom to act in the right way and to develop self-discipline.

2. Principles of Discipline

The King's Academy's *Behaviour and Discipline Policy* adheres to the DfE statutory guidance on school behaviour and discipline policies. The Academy is mindful of its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs, to ensure that the *Behaviour and Discipline Policy* is clear, fair and consistent and for all students.

In order that discipline is **CLEAR**, the Academy's expectations and consequences are fully explained to all and our students are issued with a student planner that highlights the key expectations.

In order to be **FAIR**, staff are required to ensure that any sanction is proportionate and in line with published policies and procedures.

In order to be **CONSISTENT**, staff are expected to keep their word. They are expected to be role models to students. Furthermore, whilst any interaction with students must be therefore be skilfully tailored to the individual, the sanctions should be applied consistently to all our students.

3. Standards and expectations

The Academy's expectations of the students will have a major influence on their behaviour. Low expectations will lead to poor behaviour. It is important that expectations are not merely theoretical but that students are constantly reminded of the standards expected, insisted upon and that action is taken when they fail to meet them. Staff need to be both compassionate and demanding in striving to help students achieve their 'Personal Best' behaviour. Expectations of every student include:

- high levels of attendance (97%+);
- excellent punctuality;
- an attitude of hard work;
- sensible behaviour around the Academy and in lessons;
- respectful treatment of other members of the Academy community.

In greater detail the following is expected:

Classroom behaviour – make it easy for everyone to learn

This includes:

- Listening carefully;
- Following instructions;
- Working hard;
- Asking for help when you need it;
- Helping each other when it is appropriate but not distracting or annoying anyone;
- Putting your hand up to answer a question;
- Being sensible at all times;
- Doing your homework as well as you can and handing it in on time;
- Looking at and listening to the teacher;
- Being responsible for the health and safety of others, which includes putting all bags under chairs or desks, and keeping chairs on all four legs.

Behaviour out of class – move calmly and purposefully about the Academy

This includes:

- Realising that expectations of students are as high in corridors as they are in classrooms;
- Walking to lessons using quiet voices rather than running, pushing or barging past others;
- Being ready to help by opening doors;
- Being ready to help by offering to carry things;
- For safety, keeping to the left at all times.

In general speak politely to everyone

This includes:

- Using appropriate tone and volume;
- Using language which is neither abusive nor offensive;

- Offering to help others;
- Being polite to visitors.

Listen to others and expect to be listened to

This can include:

- Listening actively, attentively and thoughtfully;
- Trying to understand other people's point of view;
- Not interrupting anybody or being interrupted by others;
- Being silent when required;
- Answering questions thoughtfully, and recognising the differences between questions and instructions.

Keep the Academy clean and tidy so that it is always a welcoming place, of which students can be proud

This includes:

- Taking great care of displays;
- Keeping the walls and furniture clean and unmarked – no graffiti on any property including books and bags;
- Putting all litter in bins (even if this means carrying it until you find a bin);
- Only eating in the restaurants and never chewing gum;
- Wearing the correct uniform at all times;
- Reporting any damage you see to a teacher.

4. Rewards

We seek to encourage our students to demonstrate our core values on a daily basis. It is important therefore, that students are recognised and applauded when they meet expectations and to reward them for the quality of their work, sustained effort and contribution to the life of the Academy. This will often be given very effectively in the form of a smile and a word of encouragement. Many students benefit from a more formal system of rewards which records those ‘moments’ and builds on them over time. In addition, students will occasionally behave in a manner which warrants more significant recognition.

Subject teachers award merit marks to students who consistently produce work of an excellent standard, who seek to improve their performance with a subject and who impress their teachers with their determination and effort. Certificates will be awarded in assemblies for students who achieve totals of 25, 50, 100 merit marks as well as a trophy being awarded at the end of the year to the House that has achieved the most merits. Other forms of reward could include:

<i>Trips</i>	Students will have the opportunity to participate in a variety of external trips and visits
<i>Postcards</i>	Postcards or letters of commendation sent home to parents.
<i>Special Merit Awards Night</i>	Tutors nominate students who have shown consistent effort and have modelled the Academy’s values but have not been rewarded in other ways.

5. Corrective Action

Through a balance of sanction and reward, students begin to develop the habits which form the foundation of character. However, when a student chooses to behave in a manner which is outside of our clear boundaries then it is important to exercise corrective action in order to:

- Support a change in attitude or behaviour
- Demonstrate that students are morally responsible for their actions and that there are consequences for poor choices and actions.

When dealing with cases of negative behaviour, reasonable adjustment will be made for students with a SEND need. In addition to this we will look for the reasons that lie behind the misbehaviour, as well as the incident itself, and then lead the student through a process of restoration.

When students fail to meet expectations, it is important that there are clear and consistent strategies for dealing with them and that the sanctions applied are firm yet fair. To this effect The King's Academy has a 'tariff' which outlines the consequences of a range of serious misdemeanours. These are summarised in a table of sanctions detailed in Appendix A.

Step 1: Verbal warnings and de-escalation

Teachers should make efforts to de-escalate any potential confrontation, with measures such as:

- A clear verbal warning as to how the student's conduct needs to change and the consequences should it not change.
- Ensuring the environment is conducive to learning.
- Praising positive conduct and work.

Step 2: BLUE Marks

Low level disruption and disobedience in the classroom are addressed by recording BLUE Marks;

B Behaviour
L Lateness
U Uniform
E Equipment

If a student accumulates three BLUE marks in a particular area (such as being late three times), they receive a detention. At the end of each half term the record of BLUE marks is wiped clean.

Step 3: Detentions

Detentions are a sanction for poor conduct. They are typically 45 minutes long and are served at the end of the school day. There are three types of detention:

- 1) Departmental detentions: Students would be issued with a departmental detention for issues that go beyond a step 1 or a step 2 warning. Behaviours that may warrant a departmental detention include, but are not limited to:
 - a. BLUE – Behaviour Marks x3 in a half term
 - b. BLUE – Lateness Marks x3 in a half term

- c. BLUE – Uniform Marks x3 in a half term
 - d. BLUE - Equipment Marks x3 in a half term
 - e. Failure to complete homework
 - f. Unacceptable behaviour
 - g. Disrupting the learning of others
 - h. Refusal to follow instructions
- 2) Whole school detentions: students who receive a whole school detention would also receive a white detention slip for poor behaviour exhibited during social times or as an escalation for failing to attend an earlier departmental detention.
- 3) First call detentions (see below): students who need to be removed from a lesson during the course of the day will automatically receive an after school detention on the same day in our isolation room. Parents will be made aware of this detention on the day via a Clarion Call message.

Step 4: First Call

The King’s Academy operates a system called “First Call” to provide additional assistance when dealing with a student who is either:

- Behaving in a way that is not responding to the appropriate escalating sanctions being issued in a classroom.
- At risk of creating or escalating a conflict or confrontation.
- Engaging in behaviour that has seriously affected the learning in the classroom and that requires their immediate removal from the classroom.

In those instances when “First Call” is necessary, the student will be placed in the isolation room for a period of reflection. In addition, their phone will be confiscated and they will be required to attend a 45-minute detention on the same day. Parents/Carers will be informed of this detention by Clarion Call and the student will be reunited with their phone at the end of the detention. This system also provides an opportunity for the member of staff that used First Call to meet with the student and address the issue with a view to engaging in a restorative conversation.

Step 5: Internal Isolation (Room 61)

The internal isolation room is used for students whose behaviour has been deemed to be so serious that their presence in lessons would not be conducive to their own or others’ learning. Referral to the internal isolation room may also be used when a specific incident is being investigated or as an alternative to a fixed-term exclusion or upon return from a fixed-term exclusion.

Students may only be referred to the internal isolation room by a Head of Year, an Assistant Vice Principal/Director or a member of the Senior Leadership Team. In considering whether a student should work in the internal isolation room several factors are taken into consideration. These include the context and seriousness of the incident, and whether or not it is the student’s first offence.

Should a student refuse to enter the isolation room when required to do so by someone with the appropriate authority (as above) or refuse to submit their phone, they will be at risk of a fixed term exclusion (see Step 6). On their return from that exclusion, they must then serve a period in the isolation room under the same conditions.

Students are expected to work in silence when referred to the isolation room. This is in order to allow them time to engage in a temporary period of reflection which is the start of the restorative process. Failure to comply with the standards expected in this facility may result in a fixed term exclusion.

Step 6: Fixed Term Exclusion

Students whose behaviour is in serious breach of reasonable expectations will be excluded from the Academy, either temporarily or permanently, in order to teach them that actions have consequences, and to protect the majority of students' ability to learn. A fixed term exclusion is triggered by a physical assault on another student, a verbal assault on a member of staff, or any other equally serious incident of poor behaviour. Permanent exclusion is applied upon sustained defiance, breach of a final warning or a single very serious misdemeanour such as a drug-related offence. These examples would also have a seriously detrimental impact on the welfare and/or education of other students. Only the Principal (or Acting Principal in his/her absence) can authorise the exclusion of a child; only the Principal can permanently exclude a child.

Students whose negative behaviour shows a serious breach of reasonable expectations will be excluded. The King's Academy does not use fixed term exclusions as a last resort prior to a permanent exclusion; instead we use fixed term exclusions as a deliberate step within the overall strategy for maintaining discipline. The King's Academy's intentional use of fixed term exclusions for certain behaviours provides a clear indication to the whole community regarding what will not be tolerated.

The sole exception is in cases of deliberate uniform breach, when students may be sent home to rectify the matter and may then return immediately.

Once the decision to exclude is taken the parent is to be phoned to be informed (the phone call may be made by a member of the Administrative or Pastoral Teams.) Students will not be sent home automatically but may be collected. Alternatively, they will remain in our internal isolation room until the period of exclusion commences. Ideally, a time for a parental meeting should be arranged during this initial phone call. Failing that, a meeting must be arranged as soon as possible thereafter.

At this point a letter will be prepared and either given to the child when they leave the site or posted. This letter should specify the reason for the exclusion and the time the exclusion started, and say that a meeting must take place with the parents before readmission.

Once the parental meeting takes place the student may be readmitted to the Academy, either then and there or at a specified time thereafter. If the student is unable to learn from this experience and exhibits the same behaviour, the student may be excluded for another fixed term.

NB- There is no 'cooling-off' category which differs from exclusion. Any child sent home should be considered excluded. If a decision has been taken not to exclude a student, then they should work in the internal isolation room.

Providing Work for Excluded Children

- Work must be provided for students who have been given a longer fixed term exclusion, or who are waiting for an appeal against permanent exclusion to be heard.

Step 7: Final Warning

A final warning can only be issued by the Principal. Governors will be informed at this point of the risk to the student of permanent exclusion and the reasons for this. Any breaches of that final warning shall also be reported to the Local Governing Body.

Further Points

- A *final warning* should not be served without a lengthy temporary exclusion (of at least 5 days), and this should not normally be the first exclusion. Only the Principal can serve a final warning.
- A *specific final warning* (in relation to smoking, theft and the like) may only be served by the Principal after a briefer temporary exclusion.

Step 8: Permanent Exclusion

Decisions regarding Permanent Exclusion are made only by the Principal. A student will be permanently excluded when:

- they commit an offence which warrants immediate permanent exclusion (see Discipline Tariff);
- all other disciplinary and intervention strategies have been employed by the Academy and the student continues to refuse to conform to the Academy's standards;
- allowing the student to remain in the Academy would be seriously detrimental to the education, safety or welfare of the student or of others.

Appendix A

The King's Academy Discipline Code:

When children misbehave, we will always seek to help them to see what they have done wrong and encourage them to behave in future. We will also involve whatever support and encouragement we can through the Pastoral team; however, if they refuse to change their behaviour in spite of our efforts they can expect a corresponding sanction. *Therefore, if a child commits any of the acts listed below, they can expect the corresponding punishment:*

Act	Punishment
Failure to complete homework satisfactorily	Repeat the homework and BLUE department detention
Failure to complete homework at all	BLUE departmental detention
Breach of uniform standards	Correction, loss of social time, internal isolation and/or possible Fixed Term Exclusion
Habitual lateness	Whole-school detention
Truancy	Consideration of circumstances- possible internal isolation, Fixed Term Exclusion and/or Final Warning
Ill-discipline on sports field and inter-school matches (namely removal from the field for abusive or foul conduct)	Consideration of circumstances- exclusion from sports
Inappropriate use of the Academy IT systems	Fixed Term Exclusion and/or Final Warning
Serious/repeated breach of minor rules; refusing to follow instructions; defiance	Consideration of circumstances with possible internal isolation, Fixed Term Exclusion, Final Warning and possible Permanent Exclusion
Racist/homophobic comments or actions	Consideration of circumstances with possible internal isolation, Fixed Term Exclusion, Final Warning and possible Permanent Exclusion
Fighting	Consideration of circumstances with possible internal isolation, Fixed Term Exclusion, Final Warning and possible Permanent Exclusion
Assault on another student	Fixed Term Exclusion and Final Warning with consideration of Permanent Exclusion
Conduct outside the Academy which damages- or has the potential to damage- the Academy's reputation	Fixed Term Exclusion, Final Warning or Permanent Exclusion
Inappropriate sexual conduct	Fixed Term Exclusion, Final Warning or Permanent Exclusion
Bullying (physical or verbal)	Consideration of circumstances with possible whole-school detention, loss of social time, internal isolation, Fixed Term Exclusion, Final Warning; possible Permanent Exclusion
Deliberate damage to Academy property	Final Warning and payment for repair
Theft	Fixed Term Exclusion and Final Warning with consideration of Permanent Exclusion
Smoking on site or off site in Academy uniform	Fixed Term Exclusion; Final Warning
Verbal assault on any member of staff	Consideration of circumstances with possible internal isolation, Fixed Term Exclusion, Final Warning

Illegal drug possession, supply or purchase in Academy uniform on or off site	Permanent Exclusion
Malicious allegation against student/staff	Fixed Term Exclusion and Final Warning with consideration of Permanent Exclusion
Physical assault on any member of staff	Permanent Exclusion
Tampering with the Fire Alarm	Consideration of circumstances with possible Fixed Term Exclusion, Final Warning
Breach of Final Warning	Permanent Exclusion
Possession of offensive weapons	Permanent Exclusion
Suspected criminal activity/criminal conviction away from the Academy	Consideration of circumstances with possible Fixed Term Exclusion, Final Warning or Permanent Exclusion

Note: This list cannot include every possible act and the resulting punishment, but it gives an indication of how the Academy will respond to ensure that the highest standards of behaviour are maintained.



Student Behaviour and Discipline expectations during the COVID-19 measures

Amendment to the Behaviour and Discipline Policy – version 2.0

Context

The way schools and colleges are currently operating in response to coronavirus is fundamentally different to 'business as usual'. As a result of the Covid-19 pandemic the following temporary changes will need to be put into place in order for students to return on site. It is crucial that any student present follows these amended protocols. It is important that we all work together and commit to these. Sending your child into school constitutes acceptance of this contract.

Covid 19 specific measures

- Students must follow any altered routines for arrival or departure from the Academy and not congregate on site prior to entering or departing the site.
- Students must follow the Academy's instructions with regards to frequent handwashing and sanitising. This will include upon entry to the building.
- Students must comply with the measures put in place to enforce social distancing. This includes remaining in their designated areas during social times and when moving around the building.
- Students must follow the guidance with regards to sneezing following the "Catch it, Bin it, Kill it" expectations, and avoid touching their mouth, nose and eyes.
- Students must remain in the designated areas of the school.
- Students will need to behave appropriately remaining seated in their classrooms whilst waiting for the classroom teacher to arrive during designated lesson times.
- Students must tell an adult if they are feeling unwell, especially if they think that they are experiencing the symptoms of the Covid 19.
- Students will only be able to go to the toilet at specific times of the day and use the facilities assigned to the areas of the school in which they are working.
- Students will be required to bring in their own essential equipment as there will be a strict no-sharing policy enforced. Students are also encouraged to bring in their own water bottles. Please remember that fizzy drinks remain forbidden on site and that no student can eat or drink anything when they are in the IT rooms, except with explicit permission.
- Any student found to be deliberately and maliciously coughing, sneezing or spitting will be excluded. Permanent exclusion will also be considered in such cases; and the case reported to the police as a criminal offence in line with legislation.

Any student who commits a serious or persistent breach of the published Behaviour and Discipline procedures or the new COVID-19 protection amendments may be sanctioned by the Principal using the full range of measures available, dependent on the seriousness of the breach. This may include - but is not limited to - the loss of social time, isolation with senior leaders, a fixed term exclusion or (in extreme cases) permanent exclusion.

All students must sign below to acknowledge acceptance of the above measures.

Student Name: Tutor:

Signature of Student: