



**The Kassia Academy**  
**and Support Services (TKAS)**  
Part of **KINGS ACADEMY TRUST**

## BEHAVIOUR POLICY

# The Kassia Academy and Support Services (TKAS)

Last Reviewed	January 2021
For Review	January 2022

**Reviewed annually**

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Kassia Academy is committed to creating a teaching and learning environment where the learning, social, emotional, mental health and SEND needs of its learners are addressed and where learners are given the support they need to enable them to achieve in an atmosphere of safety and mutual respect.

By removing barriers to learning we aim to support transfer back into mainstream secondary education or specialist provision further education or the world of work.

Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same.

### **Purpose of the Behaviour Policy:**

To provide a simple, practical code-of-conduct for staff, learners and parents which:

- Positively reinforces acceptable behavioural;
- Promotes self-esteem and self-discipline;
- Teaches appropriate behaviour through positive interventions.
- Promotes a positive and supportive climate for learning
- Works in partnership with parents/carers

### **Expectations**

#### **The school expects parents/carers to:**

- Ensure that their child comes to school regularly on time and in uniform
- Inform school about any concerns or problems that may affect their child's learning or behaviour
- Be aware of and support the school's policies and guidelines
- Support their child by attending regular reviews, progress review days and other meetings

#### **The school expects its staff to facilitate good behaviour by:**

- Setting work that is interesting, relevant and appropriate to learners' abilities
- Maintaining high expectations of learners
- Recognising and rewarding positive behaviour
- Modeling calm and appropriate behaviour
- Providing positive feedback about learners' efforts and achievement
- Treating learners with fairness and respect at all time

#### **The school expects learners to:**

##### **Be ready to learn**

- Be on time for lessons

- Be ready to listen
- Try your best

**Be respectful**

- Use appropriate language
- Hand in phones and cigarettes
- Look after the building, displays and equipment
- Wear school uniform

**Be safe**







- Follow instructions
- Stay for the whole session
- Keep hands, feet and unkind comments to yourself



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## Behaviour Expectations

	<b>Readiness for Learning</b>	
	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;">Be on time</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;">Wear school uniform</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;">Hand in items requested by staff</div> </div>	
	<b>Learn and Respect</b>	
	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;">Use appropriate language</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;">Keep hands, feet, objects and unkind comments to yourself</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;">Look after the building, displays and equipment</div> </div>	
	<b>Safety for Learning</b>	
	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;">Follow health and safety rules</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;">Be in the right place at the right time</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;">Stay safe online and access only learning materials</div> </div>	

## 2. EXCLUSIONS

Formal exclusions off-site and internal exclusions will only be considered as the very last resort, when all other strategies have been unsuccessful – except in circumstances where the pupil's behaviour is so serious that exclusion is the most appropriate sanction. Before excluding, senior members of staff, under the guidance of the Headteacher should:

- Ensure that an appropriate investigation has been undertaken.
- Consider all the evidence available to support any allegation.
- Allow the pupil to give their version of events.

- Check whether there were any underlying circumstances that led to the alleged incident.

Behaviours which may lead to a formal exclusion or internal exclusion	Exclusion strategies to be considered	Alternatives to exclusion	
Behaviour which represents a <u>serious</u> breach of the school's behaviour policy.	Formal exclusion Internal time-out	Learning which takes place outside of the normal school day (e.g. after school) (Day 1 only)	
Behaviour which would seriously harm the education or welfare of the pupil or others in the school.	Formal exclusion Internal time-out	Taken off-site with pastoral staff for change of scene/reflection	
Serious actual or <u>explicitly</u> threatened violence against another pupil or a member of staff	Formal exclusion Internal time-out	Re-induction Intensive pastoral support	
Supplying or taking an illegal or other mood changing drug on site	Formal exclusion Internal time-out	Multi-agency review	
<u>Targeted</u> racist or discriminatory behaviour	Formal exclusion Internal time-out	Restorative approaches	
Sexual harassment	Formal exclusion Internal time-out		
Carrying an offensive weapon	Formal exclusion Internal time-out		
Serious Verbal abuse*	Internal time-out Alternative solution		
Persistent disruptive behaviour*	Internal time-out Alternative solution		
Damage*	Internal time-out Alternative solution		
Suspensions of student being under the influence of drugs*	Internal time-out Alternative solution		
Smoking*	Internal time-out Alternative solution		
* <b>Persistent</b> repetition of these behaviours or more serious incidents may trigger a formal exclusion strategy.			

### 3. BEHAVIOUR MANAGEMENT: HOW WE MANAGE BEHAVIOUR – 'EXPECT NOT ACCEPT'

**Categories of Behaviour** - Our school is open and honest with our learners and parents about the behaviours we *Expect* but do not *Accept*. The following behaviours and consequences are categorised overleaf:

Categories of Behaviour	Definition	Consequences
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<p><b>1. <u>Socially unacceptable Behaviour</u></b></p> <p><i>(Out of lesson/ Classroom behaviours)</i></p>	<ul style="list-style-type: none"> <li>• Racist, Homophobic, Bullying or Harmful Sexual Behaviour.</li> <li>• Persistent use of inappropriate language.</li> <li>• Verbal abuse to any member of our school community and wider society.</li> <li>• Refusing to move to and from specific areas of the school site.</li> </ul> <p><b>Behaviours that contradicts our school Rules, Values and Ethos.</b></p>	<ul style="list-style-type: none"> <li>• Loss of social time privileges.</li> <li>• Loss of community engagements including field trips and off site visits.</li> <li>• Agency support when deemed appropriate.</li> <li>• Removal from site.</li> <li>• Amendments to timetable to promote positive behaviour.</li> </ul>
<p><b>2. Behaviour <u>actively stops learning</u> of self or others</b></p> <p><i>(Classroom behaviours)</i></p>	<ul style="list-style-type: none"> <li>• Lateness and punctuality to lessons.</li> <li>• Refusal to engage with the work set.</li> <li>• Persistent disruptive behaviour.</li> <li>• Entering classrooms/lesson that you should not be in.</li> <li>• Leaving classrooms that you should be in without explanation or permission.</li> </ul> <p><b>Behaviours that contradicts our school Rules, Values and Ethos.</b></p>	<ul style="list-style-type: none"> <li>• Lost learning to recover learning time.</li> <li>• Removal from lesson for 1-1 learning.</li> <li>• Removal from site and afternoon learning arranged.</li> <li>• Amendments to timetable to promote positive learning including off-site learning.</li> </ul>
<p><b>3. Behaviour is <u>dangerous</u> to self or others</b></p> <p><i>(Out of lesson/ Classroom behaviours)</i></p>	<ul style="list-style-type: none"> <li>• Aggressive, threatening or violent behaviour towards any member our school community and wider society.</li> <li>• Damage or misuse of school, staff or pupil property.</li> </ul> <p><b>Behaviours that contradicts our school Rules, Values and Ethos.</b></p>	<ul style="list-style-type: none"> <li>• Behaviours will formally be risk assessed.</li> <li>• Amendments to timetable to promote safe behaviour including off site learning.</li> <li>• Positive Handling.</li> <li>• Agency support when deemed appropriate.</li> <li>• Billing for damaged equipment /property.</li> </ul>

Categories of Positive Behaviour	Definition	Consequences
<p><b>1. <u>Positive contribution</u> to the school society and/or wider community</b></p>	<ul style="list-style-type: none"> <li>• Polite, courteous and pro social manners.</li> <li>• Random acts of kindness.</li> <li>• Helping others to overcome their barriers.</li> <li>• Going above and beyond to assist members of staff, pupils and the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• Phone calls home to celebrate behaviour.</li> <li>• Certificates.</li> <li>• Praise Postcards.</li> <li>• Nurture based rewards and privileges.</li> </ul>

<b>Out of Lesson/Classroom Behaviours</b>	<ul style="list-style-type: none"> <li>Persistent use of appropriate language.</li> <li>Persistent punctuality.</li> </ul> <p><b>Behaviours that represent our school Rules, Values and Ethos.</b></p>	<ul style="list-style-type: none"> <li>Raffles and small gifts.</li> <li>Excursions and leisure activities.</li> </ul>
<b>2. <u>Positive attitude to learning</u></b>  <b>Classroom Behaviours</b>	<ul style="list-style-type: none"> <li>Demonstrating focus, hard work and a desire to learn.</li> <li>Completing set work to the best of ability.</li> <li>Co-operation with teaching and support staff to progress towards target grades.</li> <li>Showing enthusiasm and endeavour towards a particular aspect of learning.</li> </ul> <p><b>Behaviours that represent our school Rules, Values and Ethos.</b></p>	<ul style="list-style-type: none"> <li>Phone calls home to celebrate behaviour.</li> <li>Certificates.</li> <li>Praise Postcards.</li> <li>Nurture based rewards and privileges.</li> <li>Raffles and small gifts.</li> <li>Excursions and leisure activities.</li> </ul>
<b>3. <u>Outstanding commitment to positive behaviour</u></b>  <b>Out of Lesson/Classroom Behaviours</b>	<ul style="list-style-type: none"> <li>Maintaining an average behaviour grade of A/B for a half term period.</li> <li>An outstanding act of kindness that has a significant impact on self or others.</li> <li>Working with a dedicated support network to overcome a significant barrier.</li> </ul> <p><b>Behaviours that represent our school Rules, Values and Ethos.</b></p>	<ul style="list-style-type: none"> <li>Phone calls home to celebrate behaviour.</li> <li>Certificates.</li> <li>Praise Postcards.</li> <li>Nurture based rewards and privileges.</li> <li>Raffles and small gifts.</li> <li>Excursions and leisure activities.</li> </ul>

### Reflecting, Recording and Grading

Positive and Negative behaviours are recorded on daily basis on our 'Behaviour Watch' system. This is done as a team during the daily team debrief session.

### Grades (guidance)

Conduct grades			
A Grade	B Grade	C Grade	D Grade
All expectations followed Excellent effort in lessons	Most expectations followed	Generally not following expectations	Lack of engagement throughout the day



Polite and respectful to others Any slight misdemeanor rectified quickly and maturely	Good effort in lessons  Generally polite and respectful for the majority of the day	Little work in lessons throughout the day  Disrespectful behaviour throughout the day	Abusive behaviour  Dangerous Behaviour automatically results in a D grade
<b>Character grades</b>			
<b>A Grade</b>	<b>B Grade</b>	<b>C Grade</b>	<b>D Grade</b>
Responded well to staff and peers Worked with staff to de-escalate and has used planned strategies successfully. Genuine remorse and reflection Excellent progress in managing emotions and behaviour.	Worked with staff to make progress in his/her behaviour. Worked hard to ensure that incidents were kept to a minimum and that reparations were made promptly. Progress has been observed in managing emotions	Struggled to communicate appropriately with staff and peers. Heavy levels of support required. After incidents, reparations and reflections were guided by staff and not fully engaged with. More work needed in managing emotions and subsequent behaviours.	A difficult day. Incidents were not resolved and responses have been either minimal or incomplete. There may be further consequences.
<b>Reward:</b> Positive text/postcard/phone call home. Privileges such as headphones, hot chocolate etc...	<b>Reward:</b> Privileges such as headphones, hot chocolate, positive phone call home etc...	<b>Sanction/Action:</b> Loss of privileges. Parental phone call, pastoral support session	<b>Sanction/Action:</b> Loss of privileges and home contacted. Parental meeting if appropriate, pastoral support

### In school support systems

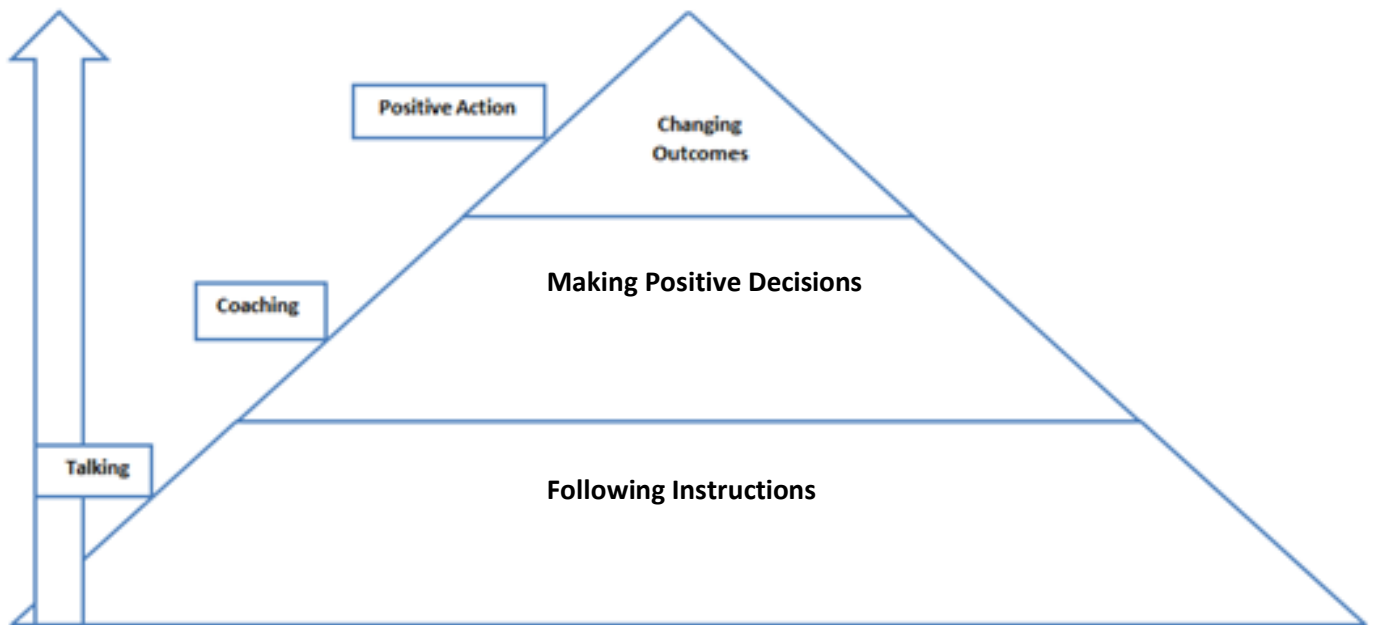
- All staff at the hub site (including SLT) are equipped with walkie-talkies in order that support can be called for immediately. The code words 'staff-help' followed by the location of the staff member requiring assistance are radioed out so other staff members can attend the situation as necessary.
- Pastoral Hub – although this room can be utilised at breaks and lunchtimes, its primary purpose is as a support base for students who are distressed and in need of emotional support and a quiet space to reflect. Learners should be supervised when using the pastoral hub.

#### **4. SPECIALIST BEHAVIOUR FOR LEARNING: HOW WE TEACH BEHAVIOUR**

##### **A. Talking, Coaching, Positive Action – TCP**

Our learners will always be:

- Talked to and coached to support their behavioural needs.
- Offered strategies and choices to modify their behaviour for a more positive outcome
- Offered the chance to repair the harm that their behaviour may have caused.



## B. P.A.C.E.

At Kassia Academy, we believe in the **P.A.C.E** approach to building relationships with our learners and furthering our understanding of their emotional, behavioural and academic needs. The **P.A.C.E** approach encompasses four key elements of: **P**layfulness, **A**cceptance, **C**uriosity and **E**mpathy. (Playfulness can be defined as use of humour and rapport building). We believe that getting to understand our learners and creating healthy attachments is the key to successfully managing behaviour. It provides a context in which any conflicts or behavioural problems can find an easier resolution than typical sanctions or punitive measures and offers a balance whereby affective and reflective abilities are primed to respond in enjoyable or stressful situations. More importantly, it enables staff to understand the real reasons behind challenging behaviours and to understand how best to support

### How we implement the P.A.C.E approach:

- Dedicating time to work one-to-one
- Working in small groups with high learning coach to learner ratio
- Dedicated key worker and pastoral support
- Open and honest group discussions
- An engaging and diverse curriculum
- Extra curricula activities and off site excursions
- Engaging families and support networks with our approaches

## **C. Restorative Approaches** *(see appendix 1 for in depth guidance)*

Restorative Approaches are based on four key principles:

**Respect** – for everyone by listening to other opinions and learning to value them

**Responsibility** – taking responsibility for your own actions

**Repair** –developing the skills to identify solutions that repair harm and ensure behaviours are not repeated

**Re-Integration** – working through a structured and supportive process that aims to solve the problem and re-engage with their education

### **How we implement Restorative Approaches:**

- Adopting the TCP and PACE approach.
- Small groups and circles work.
- Members of staff trained in conference facilitation.
- Creating a nurturing environment our children feel comfortable in with a clear focus on reflection.
- Reparation activities to physically repair damage caused.
- Empowering our children to make positive decisions the directly affect themselves and those around them.
- Dedicated space and time for restorative practices

## **5. BEHAVIOUR OUTSIDE THE SCHOOL GATES**

The arrangements in this policy apply to pupil behaviour not only on school premises but when traveling to and from school, and attending any other placement or venue as part of the school day – for example:

- vocational training placements
- outdoor activities
- school visits
- Alternative providers and partners such as Gyms and Salford Rowing club

In all cases of misbehaviour staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **6. USE OF REASONABLE FORCE**

Reasonable force is force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. The Education and Inspections Act 2006 gives staff the legal right to use reasonable force in certain circumstances. Staff at Kassia Academy will implement this right in any situation where not to do so would put the safety of any individuals at risk. *(More in depth guidance can be found in the school's Positive Handling Policy)*

## **7. SEARCHING WITH AND WITHOUT CONSENT & SCREENING**

Any member of school staff can search a pupil for any item if the pupil agrees.

- The Headteacher and Senior Leadership Team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol or legal highs
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Staff carrying out any search, should do so with reference to the guidelines contained in the document: **Searching, screening and confiscation: advice for schools (2014)**

### Screening

- Students may be required pupils to undergo screening by a hand-held metal detector wand even if not suspected of having a weapon and without the consent of the pupils.
- Any member of staff may screen students
- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

## 8. CONFISCATION OF PUPILS' PROPERTY

The Education and Inspections Act 2006 gives staff the legal right to confiscate items belonging to pupils and to retain or dispose of it. At Kassia Academy staff will confiscate:

- any item deemed to pose a threat to the health and safety the individual or to others
- cigarettes, alcohol, legal highs or drugs that are illegally brought into school
- mobile phones that are used during lesson times
- energy drinks

Under the terms of the Act, staff will not be liable in case of damage or loss of confiscated items if the seizure was lawful. Parents / carers will be informed of the confiscation if the item is retained at the end of the school day. In some circumstances parents/carers may be asked to collect confiscated items from school.

## APPENDIX 1

### **Restorative Approaches**

Restorative Approaches are an understanding that we work best when part of a community and that to do so we need an understanding of how a community works, self-awareness of our responsibilities to that community and shared communications skills. It is a very valuable tool to a modern school as it not only allows the harmer to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in anyway by their own behaviour. Both participants are then able agree their own joint contract of how they are going to treat each other in the future, this gives them a personal stake in the success of the contract.

Conferencing works by trained neutral facilitators focusing attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone is given the same opportunity to speak. The controlled

equality ensures the process is seen as fair. This encourages the truth and provides a safe environment so that responsibility can be acknowledged and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability.

By looking at what harm has been caused it brings the participants together to develop a solution. This allows them to take ownership of their solution making it much more likely to succeed.

### **Restorative approaches when implemented in a whole school approach:**

**Develop** - emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility

**Improve** - behaviour, attendance, learning, teaching

**Increase** - empathy, happiness, positive life skills,

**Reduce** - exclusions, detentions, conflict, bullying, need for sanctions

**Compliment** - SEAL, PHSE, Citizenship.

### **By using restorative conferencing participants will:**

**Develop** - truth telling skills, responsibility, accountability

**Learn about** - real impact of actions, consequences

**Be able to** - make amends, show remorse, change behaviour, agree a way forward

### **Benefits of using restorative approaches to the victim:**

- Opportunity to participate in a process that they are central to
- Have their say
- Take back some control of their situation by choosing to participate
- Ask any questions and identify what support may be needed
- Witness genuine remorse
- Reduces anxiety and possible post-traumatic stress disorder

### **Benefits of using restorative approaches to the offender:**

- Learn about the harm they caused
- Acknowledge that harm
- Explain what happened
- Opportunity to apologise
- Attempt to repair the harm caused
- Reduces re-offending



## APPENDIX 2

### Related documents:

Searching, screening and confiscation: advice for schools

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

Use of reasonable force in schools

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### Linked policies

Positive Handling Policy 2021

Safeguarding Policy 2021

Anti-Bullying Policy 2021