

Behaviour Policy

Policy Monitoring, Evaluation and Review

This policy is effective for Kibworth Mead Academy

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Section 1. Introduction

The guiding principle that underpins Kibworth Mead Academy’s approach to behaviour management is that appropriate behaviours for learning are built on strong positive relationships amongst all members of our school community. Therefore, we expect all members of the Kibworth Mead Academy community to model appropriate behaviours both inside and outside of school, which are encapsulated in our Kibworth 1-2-3; Work Hard, Be Proud, Be Kind. This is underpinned throughout our Academy in the Rewards System and the consequence system.

The introduction of the Kibworth Way sets out daily expectations and aims to ensure there is a consistent structure in place. The Kibworth Way details what is expected of all students and the reason why the actions are important.

Kibworth Mead Behaviour Policy

By attending Kibworth Mead Academy you are agreeing to uphold and abide by this Behaviour Policy. This policy sets out our expectations for all members of our community, students, and staff. It clarifies the sanctions that are in place for any deviation from the policy. Please note that Kibworth Mead Academy reserve the right, at any time, to respond to any incident in a manner that best serves the interests of our community. We expect outstanding behaviour from every student.

We expect impeccable behaviour from every student.

The role of our Academy goes beyond simply preventing poor behaviour and maintaining good order to systematically promoting positive relationships and good manners. This work involves a clear partnership between Parents/Carers, students and the Academy in helping our young people become active global citizens, able to make a full contribution to society and so live a happy and successful life. Our Behaviour Policy is consistently and fairly applied and underpins effective education. School staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times, as detailed in this policy.

The aim of the Behaviour Policy is that learning flourishes in all aspects of school life. This is achieved by;

- ✦ Our approach which is fostered in classrooms and around school promoting Behaviours For Learning (BFL). Quality First Teaching (QFT) principles are evident and explicitly used in classrooms;
- ✦ A proactive approach of sharing information, between pastoral staff and teaching staff to ensure that all staff are fully aware of any barriers to learning including those that might cause challenging behaviours.
- ✦ Using de-escalation techniques effectively when inappropriate behaviours are displayed, enabling a consistent, fair and transparent process to be applied through BFL and a gradual and structured response to student behaviours.
- ✦ Supporting staff through systems which are in place using expertise from the pastoral team which allows a coordinated approach and appropriate interventions to be initiated ensuring that students and staff are supported.

This policy should be read in conjunction with the policies listed below:

Attendance Policy

Physical Intervention Policy

Search & offensive Weapons Policy

In a large community there is a need for a clearly understood and agreed set of expectations with regard to behaviour. The management of behaviour at our academy requires that every student takes personal responsibility

and be ready to learn, by having positive behaviours for learning. We want to work in partnership with Parents/Carers to ensure their child achieves their best.

This policy is in line with DFE Guidance around Behaviour and discipline, which specifically states that:

- ✦ Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school.
- ✦ The power to discipline also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants.

- ✦ Senior leaders, proprietors and the Academy Council must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- ✦ The proprietors of Academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of students.
- ✦ Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- ✦ Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- ✦ Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school bringing the academy into disrepute.
- ✦ Teachers have a power to impose detention outside school hours.
- ✦ Teachers can confiscate pupils' property including mobile devices and headphones.

1.1 Supporting students

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Staff will work collectively to identify whether a child or young person's behaviour may be related to other underlying issues and will support them effectively in these circumstances and will provide advice and guidance on working with other professionals and external agencies where appropriate.

Where a student is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach.

1.2 Early identification and targeted intervention

- ✦ The Key Stage 2 -3 transition process allows for accurate and effective information sharing from primary school to Kibworth Mead. Relevant information is shared with all staff when students are identified as requiring a more intensive transition input. Some students are provided with additional support to ensure they can complete the transition to secondary school.
- ✦ Behaviour data is regularly reviewed and analysed to ensure that appropriate provision and support is provided to meet the needs of students.
- ✦ Appropriate information is shared with relevant staff and for some students a bespoke programme of targeted interventions may be instigated to support them. Some students require on-going support and the development of their ability to self-regulate their own behaviours in the academy and learning context.
- ✦ In some cases, a multi-agency approach is required and regular reviews and evaluations ensure that progress is being made and sustainable changes in behaviour take place. We believe that parental support is vital.

Section 2. Rules, Behaviour Expectations

2.1 General Rules

All students are expected to follow the general rules for acceptable behaviour including:

- ✦ Arrive on time for ALL lessons during the day;
- ✦ Line up outside the classroom and/or go in quietly. Sit in the seats given to them in the seating plan;
- ✦ Greet their teacher politely, with a positive attitude, viewing each lesson as a fresh start;
- ✦ Wear the correct uniform and follow the expected dress code;
- ✦ Have their pencil case and any other correct equipment out on the desk in classrooms ready to learn; ▪
Do not disrupt the learning of themselves or others;
- ✦ Respond quickly to 'Hands up for Silence';
- ✦ Wait behind the chairs at the end of the lesson, ready to be dismissed by the member of staff;
- ✦ Leave quietly from the classroom when told to do so by the member of staff;
- ✦ Move sensibly and quietly around the building, ensuring that they students move swiftly to the next lesson, not dawdling in corridors or outside spaces;
- ✦ Students are expected to behave in a respectful, polite and courteous manner at all times.
- ✦ Respond to all reasonable requests from staff without argument;
- ✦ Eat and drink at break and lunchtime only and only eat in permitted areas; not in corridors
- ✦ Do not use mobile devices or music devices and headphones during school;
- ✦ When given books to take home, students are responsible for ensuring that they are returned to school on time and in good condition.
- ✦ Students are expected to respect the Academy environment and not litter or cause damage to the Academy sites.

Please read alongside KMA Core Expectation.

Uniform guidance -See Appendix 1

2.2 Behaviour Responsibilities

The Principal and Senior Leadership Team are responsible for the implementation and day-to-day management of this policy and procedures.

All staff are responsible for ensuring this policy and procedures are followed, and consistently and fairly applied. Support amongst all staff in the implementation of the policy is essential. Staff play a key role in advising the Principal and Senior Leadership Team on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the Principal, for creating a high quality learning environment which fosters a positive ethos and atmosphere for all students within both lessons and the Academy itself.

Parents and carers are expected to take responsibility for the behaviour of their child/children both inside and outside of the Academy. Parents and carers are to work in partnership with the Academy in maintaining high standards and expectations of behaviour in line with this policy.

Parents and carers will have the opportunity to raise any issues arising from the policy with the Academy at any point deemed necessary.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations at regular points over the course of the academic year. Students are expected to report any instances of misbehaviour, disruption, violence or bullying as soon as this is witnessed so that it can be dealt with in line with the policy.

The procedures arising from the policy will be developed by the Principal in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to all staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

The school will investigate, as appropriate, reported incidents of student misbehaviour. All incidents will be logged on Bromcom and kept on the student’s individual record.

If an incident occurs in the classroom the initial responsibility lies with the subject teacher to deal with the incident using the sanctions outlined in this policy. If the misbehaviour is more serious or is repeated, then the subject teacher will inform Head of Department within lessons who will become involved in dealing with the incident. The situation may need to be referred to the Pastoral Team.

Staff	Responsibilities
Form tutors	<ul style="list-style-type: none"> ✦ Check uniform and equipment everyday ✦ Be the first point of contact for parents ✦ Organise and chair meetings with parents ✦ Consistently apply and adhere to the academy behaviour policy and systems ✦ Monitor and address behaviour concerns as appropriate ✦ Promote positive behaviour through the rewards system ✦ Follow all expectations as per the Tutor Handbook ✦ Initiate and monitor reports and have necessary conversations
Teaching and non teaching Staff	<ul style="list-style-type: none"> ✦ Be visible during changeover and promote positive corridor conduct ✦ Meet and greet students at the door ✦ Check uniform and equipment everyday ✦ Consistently apply and adhere to the academy behaviour policy and systems ✦ Establish and maintain good relationships with students; exercise appropriate authority and act decisively when necessary ✦ Ensure seating plans promote positive behaviour ✦ Promote positive behaviour through the rewards system ✦ Regular contact (positive and negative) with parents to create a positive partnership with the Academy ✦ Carry out restorative conversations when necessary to improve relationships ✦ Complete relevant reports and have necessary conversations
HOY/HODS	<ul style="list-style-type: none"> ✦ Be visible during changeover and promote positive corridor conduct. ✦ Meet and greet students in your subject area ✦ Support the subject area to deal with any behavioural issues in liaison with the Pastoral Team ✦ Monitor behaviour incidents that take place within the subject area and follow up as appropriate

	<ul style="list-style-type: none"> ✦ Communicate specific behaviour concerns to Pastoral Team and other key
	<p>staff to develop coordinated support strategies</p> <ul style="list-style-type: none"> ▪ Communicate behaviour concerns and staff training needs via DOL ▪ Harness parental support by contacting parents when issues arise ▪ Promote positive behaviour through the rewards system ▪ Facilitate restorative conversations to help improve behaviour
<p>Inclusion Team</p>	<ul style="list-style-type: none"> ▪ Set high standards and expectations for the Year group ▪ Implement behaviour support strategies for individual students and develop proactive strategies that promote positive behaviour within a year group ▪ Facilitate restorative conversations ▪ Organise and chair meetings with parents ▪ Provide appropriate documentation to support the Principal and Vice Principal in making decisions on exclusion ▪ Monitor incidents of all natures including bullying, racist and homophobic incidents to allow them to be dealt with swiftly and appropriately ▪ Counsel, support and mentor vulnerable students ▪ Investigate behaviour incidents ▪ Set targets with students to support their Behaviour for Learning ▪ Communicate with home following behaviour incidents ▪ Support staff with behaviour incidents through on call system and lesson change overs. ▪ When required, carry out reintegration meetings following fixed term exclusion ▪ Refer students with persistent behaviour concerns to Director of Learning for Success ▪ Initiate and monitor reports ▪ Be visible in and around school, particularly during lesson change over, break times and lunchtimes.
<p><u>Directors of Learning</u></p>	<ul style="list-style-type: none"> ▪ Support staff in ensuring positive behaviour is consistent Support ▪ staff with serious incidents through on call system ▪ When required, carry out reintegration meetings following fixed term exclusion

	<ul style="list-style-type: none"> ▪ Ensure staff are provided with continuing professional development to support positive behaviour ▪ Monitor incidents and identify patterns and implement necessary actions ▪ Support detention system and Internal Exclusion
Academy Councillors	<ul style="list-style-type: none"> ▪ Visit the school and lessons to see the quality of Teaching and Learning and behaviours of the students within the Academy. ▪ Attend the Academy Council meeting to further develop the Academy ▪ Monitor rewards and behaviour trends and ask necessary questions ▪ Attend meetings for students who are issued final warnings/permanent exclusion due to their behaviour ▪ Attend Academy Council Panel meetings to ensure high levels of positive behaviour is maintained at the Academy.

2.3 Behaviour For Learning (BFL)

The academy behavioural expectations are in place to ensure good order is promoted throughout the day. A consistent and fair use of this guidance is essential for effective management of Behaviour for Learning.

At KMA teachers and students work collectively together to ensure the very best standards of behaviour and conduct. All students know what they must do and that our expectations are of the highest standard. Expectations are explicitly taught and explained through our “Kibworth Way” behaviour curricular, which utilises deliberate practise to support students in learning positive behaviours. We teach students how to break any bad habits and learn new empowering habits which will make them successful in school and life beyond school. The Kibworth Way is fundamental to this as it explains and exemplifies what we mean by positive behaviours so that students can clearly understand what is expected from them.

At KMA we celebrate success for students making the right behaviour choices and we take action to remind students of the consequences of the wrong choices.

KMA teachers care and want the very best for each and every student who attends the Academy. That is why we will be firm but fair. Every time a teacher gives a consequence or a C3 detention, they are reminding students of the behaviours we expect and the behaviours that we cannot allow students to display. Therefore we tackle poor habits and students who make the wrong choices such as disruption, laziness, rudeness, excuse-making, sulking, and feeling sorry for ourselves. We want to help students to grow up into mature, responsible, and successful adults.

As part of this we insist that everyone at KMA looks out for each other. If someone is in need of help then we help and support them, if students hear someone being unkind or unpleasant we expect them to tell the nearest teacher and support the student. If someone drops something we expect students to help them pick it up. These values fit well within our Kibworth 1-2-3 values system of Work Hard, Be Kind, Be Proud.

Kibworth Mead Academy expects outstanding behaviour from every student. Our aim is to promote positive behaviour and to avoid the need for sanctions and suspensions. Positive behaviours lead to positive and secure relationships which in turn support:

- Teaching and learning (behaviour for learning)
- Academic success (attainment and achievement)
- Personal, social and moral development (feeling secure)

Consequences are there to remind students that they have made a poor choice by breaking the rules or behaving in an unacceptable way. Our expectations are very clear “It’s our right to teach” and “the students right to learn”. Consequences will be issued fairly and consistently. If students are in anyway disrupting the learning of themselves or others, they will be issued with a consequence.

- ✦ Regular analysis of data allows for both staff and students to receive appropriate input from academy leaders and those responsible for the overseeing of behaviour management in school.
- ✦ If a student accrues a significant number of behaviour points in comparison to his year group and peers, he/she may be prevented from taking part in extra-curricular activities, end of Year 11 prom and trips.
- ✦ If behaviour deteriorates after paying for an extra-curricular activity, end of Year 11 prom or trip, a student may be withdrawn due to bad behaviour in which case, a refund will not be issued, and any monies paid will be forfeited.

Below are examples of unacceptable behaviour that will warrant a sanction. This is not an exhaustive list: other matters that are deemed unlawful will also incur a sanction.

<p>Lateness</p> <p>Arriving late for the start of the Academy day, or late to lessons during the Academy day.</p>	<p>Disruption</p> <p>Talking or chatting; Not listening; Refusing to work / produce inadequate work; Shouting out; Inappropriate language; Using a mobile device without permission; Chewing, eating or drinking, making noises, tapping, throwing things, wandering around the room.</p>	<p>Lack of Equipment</p> <p>Failing to have the basic equipment as follows:</p> <p style="padding-left: 40px;">A strong sensible bag Pens, Pencils, ruler, eraser,</p> <p>Forgetting or failing to complete homework.</p>
<p>Non-compliance</p> <p>Talking over a teacher; Answering back; Not following instructions; Being rude; Arguing with a teacher; Not wearing correct uniform; Walking out of lesson.</p>	<p>Damage to Property</p> <p>Deliberate misuse or damage to the property of another student or a member of staff; Deliberate damage to Academy buildings, fittings or equipment; Vandalism.</p>	<p>Uniform / Jewellery</p> <p>Failure to wear the correct uniform; Wearing jewellery other than that permitted as set out in the Student Uniform Expectations.</p>
<p>Litter</p> <p>Dropping litter within the building or anywhere on the Academy site.</p>	<p>Swearing</p> <p>Using unacceptable language particularly when directed at another student or staff member.</p>	<p>Bullying</p> <p>Cyber / online bullying; Physical bullying; Verbal bullying; Threatening behaviour.</p>

<p>Racist or Prejudice incident Using racially offensive language or gestures, towards a student or staff member.</p>	<p>Theft Taking an item without permission from the owner.</p>	<p>Smoking Smoking or carrying smoke related materials on the Academy site, or travelling to or from school or on an Academy visit, trip or activity.</p>
<p>Drinking Drinking or in possession of alcohol on the Academy site, or travelling to or from school or on an Academy visit, or trip or activity.</p>	<p>Drugs Possessing, using, distributing, supplying or dealing in any illegal drugs on site, or travelling to or from school/ on a visit. Any involvement in illegal drugs at any time.</p>	<p>Offensive Weapons Carrying any offensive weapon on the Academy site, or travelling to or from school or on an Academy visit, trip or activity.</p>
<p>Harassment and sexualised behaviours</p> <p>Sharing inappropriate photos</p> <p>Up-skirting</p> <p>Initiation/hazing type violence rituals</p> <p>Sexual harassment (Verbal, physical, online)</p> <p>Sexual comments (lewd comments, calling someone sexualised names)</p> <p>Sexualised physical behaviour (eg deliberately brushing up against someone)</p> <p>Sexualised violence</p>	<p>Verbal and physical Assaults</p> <p>Using unacceptable language, or swearing particularly when directed at another student or staff member</p> <p>Inappropriate comments or behaviours towards other members of the school community</p> <p>Any outburst of aggressive, violent or threatening language or attack towards other members of the school community</p>	<p>Prejudicial behaviour</p> <p>Using offensive language, actions or gestures towards a student or staff member, in relation to any Protected Characteristic including race, gender, religion, belief, disability, or sexual orientation.</p>
<p>Peer on Peer abuse – Kibworth Mead Academy has a ZERO TOLERANCE approach to this</p>		

2.4 KMA Behaviour Standard

At Kibworth Mead Academy we want our students to be successful both academically and socially so they leave us as polite well-mannered successful British citizens and contribute positively to society. The Kibworth Mead Values of Work Hard, Be Proud, Be Kind set out the core expectations for all students' behaviour as both members and representative of our community – in lessons, around the school site and when out and about in our community.



Section 3. Sanctions

3.1 Behaviour Reports

Students whose behaviour is identified as a cause for concern may be placed onto a “Behaviour Report”.

This will give students opportunities to focus positively on their behaviour and make improvements, with the support of the school and parents/carers. In situations where students are unable to do this successfully, this will then be escalated to the next level of report where further intervention and consequences will be in place to support them.

In conjunction with parents, Kibworth Mead Academy aim to give students the necessary intervention and support to rectify any issues and make positive improvements at an early stage.

Trained members of staff (dependent on level of report) will work closely with students and parents to resolve any issues, bespoke to the student's needs and circumstance.

Stages of report:

Level 1 - Faculty Report This will allow students to concentrate on their behaviour within this subject. Students will be given extra support from the class teacher as well as the Curriculum Leader.

Level 2 - Form Tutor Report This will give the student areas of focus around the school and within all lessons. The student will report back to the Form Tutor each morning during Tutor Time. The Form Tutor will make a phone call home to Parents/Carers to involve them and ensure support is given at home and in school.

Level 3 - Behaviour Mentor Report This will be issued if the student fails to show improvements at Level 2 and will involve a meeting with parents/carers in school.

Level 4 - Head of Year Report involves further sanctions in place and even more focused intervention to support the student to improve their behaviour. Further meetings will be held with parents/carers.

Level 5 – Assistant Principal (Behaviour) Report This will involve the student reporting back to the Assistant Principal (Behaviour) at multiple times during the school day to ensure every lesson has been successful. As a result of this the student will also be placed on a Pastoral Support Plan (PSP).

Level 6 – Vice Principal Report This may result in the student also being placed on a Managed Move, or in Alternative Provision to help to meet their needs.

3.2 Detentions

What the Law Allows:

Teachers have the power to issue detention to students (aged under 18).

The times outside normal academy/school hours when detention can be given include:

any academy/school day where the student does not have permission to be absent;
weekends - except the weekend preceding or following the half term break; and
non-teaching days; usually referred to as 'training days', 'INSET days' or 'non-contact days'.

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably when imposing a detention.

Detentions outside academy/school hours guidance notes:

Staff should not issue a detention where they know that doing so would compromise a student's safety. When ensuring that a detention outside academy/school hours is reasonable, staff issuing the detention should consider the following points:

Whether the detention is likely to put the student at risk.

Whether the student has known caring responsibilities, which mean that the detention is unreasonable.

Whether the parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy/school detention where the student can return home safely.

Whether suitable travel arrangements can be made by the parent/carer for the student. It does not matter if making these arrangements is inconvenient for the parent/carer.

[Gov.uk – School discipline and exclusions](#)

[Behaviour and discipline in schools. Advice for Principals and school staff](#)

Students will be informed of any detentions they have that day during registration.

You are expected to attend detentions promptly at the time set.

If you arrive at a detention late, a second detention will be issued.

Poor behaviour in C3 detention will result in a one day C4 in the Behaviour Support Room the next school day.

3.3 Fixed Period Internal Exclusion

Internal exclusion can be used for students who have exhibited inappropriate behaviour deemed worthy of a lengthier sanction.

Offsite internal exclusion may take place in another Academy setting to allow respite for the student and enable them to reflect on their behaviour. All partner Academies ensure the health and safety of students and will meet all requirements in relation to safeguarding and student welfare when using this measure. If the Academy decides to take this approach all parties will be informed to enable the provision to be a success.

Staff will ensure that students are kept in Internal Exclusion no longer than is necessary and that their time spent in internal exclusion is used constructively. During this time the student will continue with the curriculum, through work provided by the teachers, as well as undertaking silent reading.

As part of the process a restorative conversation will take place with the member of staff whom the incident occurred. This will allow for a fresh start following their time in internal exclusion. Students will take a separate break and lunchtime from the rest of the school.

Zero tolerance is applied in the internal exclusion provision.

Internal exclusion at Kibworth Mead Academy operates a strict warning system which is designed to uphold the very highest expectations for student behaviour and progress within the provision. Students failing to engage with work appropriately, or who do not behave to the very highest standard, are warned once as to their conduct. Should failure to complete work/behave appropriately, further sanctions would then potentially be applied involving, at the very least, a repeat of the internal exclusion until the student conducted themselves in the exemplary manner expected at Kibworth Mead Academy.

Internal Exclusion (C4 and C5)

Internal Exclusion can be used for students who have exhibited inappropriate behaviour deemed worthy of a lengthier sanction. This could mean a student working in Internal Exclusion for up to a five-day period.

Off-site Internal Exclusion may take place in another Academy setting to allow respite for the student and enable them to reflect on their behaviour. All partner Academies ensure the health and safety of students and will meet all requirements in relation to safeguarding and student welfare when using this measure. If the Academy decides to take this approach, all parties will be informed to enable the provision to be a success.

Staff will ensure that students are kept in Internal Exclusion no longer than is necessary and that their time spent in Internal Exclusion is used as constructively. During this time the student will continue with the curriculum, through work provided by the teachers as well as undertaking silent reading.

Where appropriate, as part of the process, a restorative conversation will take place with the member of staff whom the incident occurred. This will allow for a fresh start following their time in Internal Exclusion. Students will be allowed to have a snack at break time and will eat lunch in the Internal Exclusion room.

Internal Exclusion at Kibworth Mead Academy operates a strict warning system which is designed to uphold the very highest expectations for student behaviour and progress within the provision. Students failing to engage with work appropriately, or who do not behave to the very highest standard, are warned once as to their conduct. If there is not an immediate improvement, then students are removed by the Assistant Principal for Behaviour. This would then involve the completion of that day's Internal Exclusion in the C5 base. Further sanctions would then potentially be applied involving, at the very least, a repeat of the Internal Exclusion until the student conducted themselves in the exemplary manner expected at Kibworth Mead Academy.

The C5 provision serves as alternative to fixed term external suspension and as a base for intensive and targeted support. This can be offered to those who require more specialist input helping them to adopt a solution focus approach. Restorative work may also be undertaken. Students are required to attend school between 10.00am – 4.00pm and complete their timetabled work at this time, with adult support.

Some students may access internal behaviour support and receive targeted bespoke interventions to make sustained and effective changes to their behaviours and may require a positive handling plan.

3.4 Suspension

- ✦ Fixed period external exclusions are kept to a minimum and given in response to serious breaches of the academy's behaviour policy both inside and outside of school. If in the rare case a student is issued with 15 days fixed period exclusion in any term they will be required to attend an Academy Councillor's disciplinary meeting with their parents or carers.
- ✦ It is the responsibility of parents to ensure that their child is not present in a public place in school hours during the first five days of any fixed period, or permanent exclusion from school. Parents could receive a fixed penalty notice if their child is found in a public place without justification. It can be expected that the academy will provide appropriate work to be completed at home.

From the sixth day of any period of fixed period exclusion it is the duty of the academy to provide a full-time education for the student. Alternative arrangements will normally be made for students, such as attending another school in the Trust or via the Behaviour Partnership.

Only members of SLT can issue a suspension. In cases of incidents where the senior member of staff is either the victim and/or part of the investigation, in the best interests of the organisation, school and students, and to ensure integrity of the process, duty of care to staff, student, and/or Trust, advice will be sought from the Director of Secondary Education or CEO to eliminate any potential risk of subconscious bias.

3.5 Permanent Exclusions

Kibworth Mead Academy adheres to the Zero Permanent Exclusion protocols agreed by all the secondary schools in the LA. However, it is recognised that there are occasions when it may be necessary to permanently exclude, if allowing the student to remain in school would seriously harm the education or welfare of others in the academy and where there is a serious breach or repeated breaches of the academy's behaviour policy. Permanent Exclusions may be used as a sanction in certain exceptional circumstances both inside or outside of school. Only the Principal can exclude a student. In cases of incidents where the Principal or other senior member of staff is either the victim and/or part of the investigation, in the best interests of the organisation, school and students, and to ensure integrity of the process, duty of care to staff, student, and/or Trust, advice will be sought from the Director of Secondary Education or CEO to eliminate any potential risk of subconscious bias. The decision to exclude will only be taken where basic facts have been clearly established on the balance of probabilities.

Permanent exclusions will only take place when all other options have been exhausted. These shall include:

- ✦ In the case of a student with an Education, Health, Care Plan or Statement of SEN, an emergency annual review
- ✦ Input from the LA Behaviour Support Services/Trust Intervention Team
- ✦ Consideration given to managed move arrangements
- ✦ Consideration given to an off-site arrangement
- ✦ If a child is LAC support from Virtual School Team and Social Care.

There will, however, be exceptional circumstances where, in the Principal's judgment, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- ✦ Serious actual or threatened violence against another student or member of staff
- ✦ Sexual abuse, sexual harassment, use of indecent and highly inappropriate language, imagery or material (including electronic), sending nudes or semi-nudes and/or assault against another student or member of staff.
- ✦ Supplying an illegal drug & incidents relating to illegal drugs
- ✦ Possession of an offensive weapon or object which could cause harm.

3.6 Staff Training

- ✦ The Academy provides relevant up to date information and training on behaviour management strategies and matters to all groups of staff, including new and existing members. This is carried out through the induction training process to all new staff members and on a regular basis to all staff throughout the academic year.
- ✦ All academy staff receive an appropriate level of training to develop their skills in de-escalation of situations and the use of the rewards and consequences applied in school. All have access to on-going advice, support and training as part of their own professional development.
- ✦ Staff are regularly informed of any guidance and updated advice for managing the behaviours of individual students and should employ relevant behaviour management techniques prior to using BFL consequences.
- ✦ Positive classroom management includes informed seating plans, appropriate grouping, differentiated learning targets and Quality First Teaching principles, faculty discussions and with the Pastoral team and SEND department.

- ✦ Positive handling is very rarely required and staff using this intervention receive regular training. All incidents are recorded.
- ✦ All staff receive regular professional development and individual support to improve and consolidate their skills. Students are advised about the school rules and BFL. Clear protocols exist for on call procedures and removal of students from class when necessary

