

# Invictus Positive Conduct Policy

**KINVER**  
HIGH SCHOOL



ENGAGE, SUCCEED, ASPIRE TO LEAD

## Content

The Principles .....	3
Roles and Responsibilities .....	3
Legislation and Statutory Requirement.....	3
Introduction and Aims .....	4
The Home School Agreement.....	5
Positive Conduct in the Classroom and Around the School .....	5
Rewards at Kinver High .....	8
Support Structures .....	9
Identifying Unacceptable Conduct .....	9
Sanctions .....	10
Increasing of sanctions: .....	12
A Restorative Approach.....	12
Internal Isolation .....	13
Exclusions .....	13
Managed Moves and Alternative Education Provision .....	14
Conduct off School Premises.....	14
Uniform .....	14
Mobile Phones, MP3 players and Headphones .....	16
Anti-Bullying Policy.....	16
Drugs.....	17
Searching, Screening and Confiscation .....	17
Reasonable Force .....	18
Malicious Allegations Against Staff .....	19
Training, Monitoring and Evaluation.....	19
Appendices .....	21

## The Principles

At Kinver a positive and respectful culture of high expectations and established routines ensure that the behaviour, conduct and the attitudes of students is good. We believe that every student is important and that every student can be successful. Within our learning community we expect every interaction to be positive and meaningful; for students to demonstrate good behaviour, manners and conduct towards one another and have positive relationships at all levels. We want students' experiences of school to be enjoyable, yet challenging, as well as being rewarding and fulfilling. All students at Kinver High should be able to enjoy a secure learning environment in which they feel safe, secure, confident and able to learn. Students should demonstrate a commitment to their learning and strive to be the best that they can be, at all times. We should never accept or provide second best.

- Students have the right to learn without distraction and the responsibility to support the learning of others.
- We understand that some students may struggle to routinely meet the school's high expectations.
- Students have the right to grow and flourish as individuals and the responsibility to allow others to do the same.
- Students have the right to be respected and the responsibility to treat others the same.
- Students have the right to be safe and the responsibility to keep others safe in school. Good attendance and punctuality to school must be valued by all and common place.
- Positive behaviour that promotes kindness, courtesy, care, cooperation and consideration is expected from all members of the school community.

## Roles and Responsibilities

The Assistant Headteacher for Behaviour and Attitudes will establish, in consultation with the Inclusion Manager and Headteacher, a policy for the promotion of desired conduct and keep it under review. They will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear.

Governors will support the school in maintaining high standards of desired conduct of students and staff.

The Headteacher, along with support with the Assistant Headteacher for Behaviour and Attitudes and the Inclusion Manager will be responsible for the development, implementation and day-to-day management of the policy and procedures.

The Assistant Headteacher for Behaviour and Attitudes and the Inclusion manager will play a proactive and pastoral role in positive conduct management. These are key roles in monitoring conduct and ensuring appropriate support systems are implemented.

## Legislation and Statutory Requirement

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools

- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Safeguarding - Keeping Children Safe in Education 2020

It has also been formed in correspondence with the special educational needs and disability (SEND) code of practice, 2015.

In addition, this policy is based on:

- Schedule 1 of the Education Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

This policy is linked to other Kinver High and Invictus policies:

- Attendance policy
- Safeguarding policy
- Rewards policy
- Uniform policy
- Invictus exclusion policy

## Introduction and Aims

This document sets out the framework of Kinver High's approach to encouraging good behaviour known as '**Positive Conduct**'. It is expected that our framework for conduct will successfully address or improve a number of areas, and result in the standards of conduct that we aspire to.

The framework should be successful in:

1. Providing much greater understanding of the conduct process for students, parents/carers, teachers and governors;
2. Ensuring that all students, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards;
3. Supporting staff in the classroom ensuring that teachers can get on with teaching students who want to learn and who behave in a satisfactory manner. Furthermore, teachers should not have to suffer constant disruption;
4. Reducing staff workload through the increased efficiency and effectiveness of the conduct system;
5. Creating the best learning environment.

## The Home School Agreement

Kinver High believes children learn best when parents, teachers and children work together to promote achievement. This agreement will help make that partnership clear and assist in the development of good relationships between home and school. Communication will be via a number of platforms such as policies, the website, the Edge, letters, emails and student planners. A copy of the home school agreement is *Appendix A*. A mandatory signature is required from the parent/guardian, the student and the school.

## Positive Conduct in the Classroom and Around the School

In order to maintain a well-ordered environment, all staff will apply the school conduct system, ensuring a consistent approach when dealing with unacceptable conduct. Students know what is expected of them, the consequences of negative conduct and, where possible, how they can put it right (before or after sanctions have been applied). The expectations of students within school have been outlined already in this policy. In terms of establishing a key set of rules for the classroom and around the school, we recognised the importance of simplicity.

Kinver High's expectations are underpinned by the **Kinver Habits** or '3 Rs' (*Appendix B*):

- ❖ **R**eady to work
- ❖ **R**espects others
- ❖ **R**each your potential

### Positive Conduct in the classroom

The Kinver High Classroom Conduct pyramid (see *Appendix C*) will be displayed in all teaching spaces and in student's planners. It is expected that the great majority of students will simply choose to spend their time with us operating the reward framework.

Teachers should be at the classroom door to meet and greet students (positive instruction), where possible. Upon entering the room, with group instructions/corrections, the students will meet the classroom expectations (**SMILE** – *Appendix D*).

- I. **S**how respect by sitting correctly and being polite.
- II. **M**aintain focus on learning throughout the lesson.
- III. **I**nvolvement by asking and answering questions.
- IV. **L**isten and look at the speaker
- V. **E**very time, first time, do as asked.

- In terms of classroom-based consequences five key phases are identified. It is expected that all students, parents/carers and teachers understand this framework and its consequences.
- Each member of staff must seek to operate within the framework. We, as a school, cannot tolerate a situation in which students are removed from classes for seemingly trivial reasons. We must operate within a logical and well-planned structure.
- When students do disturb the academic progress of others or make the working life of the teacher difficult and/or unpleasant, then they must be removed from that class.
- When a particular misdemeanour takes place an identified consequence or consequences must follow. The identified consequence is not open to negotiation or debate. This is the key area of consistency.
- The purpose of the sanction process is to encourage that this conduct is not carried out again. In the event of this becoming a repetitive offence. the staff member concerned can decide upon an appropriate follow up strategy. This is not specific and could involve contact home, communication with other staff members such as line managers and pastoral leads. This list is not exhaustive and allows for flexibility and bespoke intervention.
- Water can be consumed with permission in class. Chewing and food are not allowed in class.

## Levels

### Level 1

If a student is not following the SMILE expectations, they will receive a VERBAL WARNING from the member of staff. The words 'verbal warning' are to be used by staff. The verbal warning is not recorded on the Edge and has two clear purposes:

- to indicate to students they have done, or are doing, something which is unacceptable;
- to form a link with phase two, which is more serious.

A Level 1 warning should not be given to a full class as a blanket warning.

### Level 2

If the student continuously fails to follow the SMILE expectations, then a second warning, with the words 'final warning' being used, will be issued. This will result in the student's name being recorded on the whiteboard, where possible. The final warning is not recorded on the Edge and should not be given to a full class as a blanket warning.

### Level 3

If the student continues failing to follow the SMILE expectations, a 15-minute detention is given. This will be served at the earliest opportunity (which includes being on the same day) with the class teacher. The negative and detention will be placed on the system at the end of the lesson. In addition, the student is to be moved to an alternative seating position in the class where possible, with an aim of removing distractions and refocusing the student.

The class teacher may wish to share concerns with their Head of Department if inappropriate behaviour persists in repeated lessons and missed detentions are to be reported to Heads of Department so a Lunchtime Reflection can be issued. The class teacher may wish to make Parental Contact.

#### Level 4

If a further misdemeanour is recorded in the same lesson, the student will be removed by the Head of Department to another room, as they have caused considerable disruption and inconvenience. Each department will have arrangements in place for each teaching period for Level 4 provision. The student will receive a Lunchtime Reflection, on the same or next day, to be set by the Head of Department and recorded on the Edge.

Following a Level 4 intervention, parental contact should be made by the Head of Department in order to address the student's behaviour in the specific lesson. In addition, a range of additional consequences may also include monitoring reports and parental meetings. The Head of Department may liaise with the student's Head of School regarding further interventions that may be required if poor behaviour persists.

#### Level 5

If the student fails to follow the instruction of the Head of Department, and does not settle in the new classroom, On Call or SLT will be contacted. The student may be removed and placed in isolation for a period of time, determined at the discretion of the senior member of staff. The student will also receive a Lunchtime Reflection on the same or next day

If a more serious incident occurs, then a Level 4 or 5 sanction can be applied immediately. This is at the discretion of the teacher who has been suitably trained for such situations.

#### **Around the school rules**

Students must conduct themselves in a quiet and orderly manner when on school site by following the corridor expectations (**CALM** – *Appendix E*).

- I. **C**almly and quietly walk around school.
  - II. **A**lways wear your uniform correctly and with pride.
  - III. **L**isten to and follow instructions first time, every time.
  - IV. **M**ake sure you respect your school environment.
- Breaches of these rules will result in a student receiving a strike on their strike card.
  - Three strikes in a term will result in a Lunchtime Reflection, arranged by the student's Head of School.
  - Serious breaches can result in more severe sanctions than a strike and be moved to a Level 4 / Level 5 immediately, at the discretion of Heads of School and the SLT.

Litter must not be dropped. A natural consequence (if litter is dropped, the sanction can be litter pick) can be implemented if this is done.

Chewing gum and energy drinks are banned from being brought into school. These will be confiscated from the student and disposed of.

Students may only eat and drink in designated areas at break and lunch.

In addition to the above, there is a set of expectations which form **the Kinver Standards** and detail the sanctions available for failure to comply in the following areas: school and lesson punctuality, equipment, uniform and homework (*Appendix F*)

## Rewards at Kinver High

Praising students and reinforcing when they have been successful and done something well is perhaps the most powerful behaviour management strategy of all. The motivating impact of recognition and rewards should never be underestimated. We believe that students thrive on encouragement and that achievement and high standards should be recognised. Students are consulted on a regular basis via School Council.

Kinver High operates two pathways of recognition and rewards which run concurrently: Departmental and Pastoral. The Rewards Pathway will be visible in every classroom and in student's planners (*Appendix G*). In order to reward students for the high standards of conduct that the school expects, students may receive:

### Class teacher / tutor level

- Verbal praise from the teacher
- Written comments/symbols
- Positive comments / Reward points on the Edge
- Phone calls to Parents/Carers
- Informing the student's Head of School
- Star of the Week

### Department / Head of School level

- Postcard/Letter sent home
- Photographic evidence in displays or workbooks
- Student of the half term
- Head of School's commendations (monthly)

### Whole school / SLT level

- Half termly celebration House assemblies
- Headteacher's commendations (half termly)
- Reward trips and vouchers
- Reward and celebration of attendance and achievement
- Behaviour record over all years will be considered when conferring upon positions of responsibility (prefect, form captain, school council etc)
- Headteacher's Annual Awards Evening

Kinver High is mindful of being inclusive for all students, so they are able to achieve and be recognised for their positive conduct. As such, rewards may, at times, at the discretion of Senior Leadership and the pastoral team, be tailored to meet individual needs, optimising inclusivity.

## Support Structures

Every member of staff will look to support every pupil, both academically, and in establishing and shaping the positive behaviour expected in our school.

This is achieved through one of or a combination of the roles in school:

- Form Tutors
- Mentoring by staff
- Heads of School
- Inclusion Manager
- Learning mentor
- Inclusion room
- Nurture provision
- SEND and “The Den” provision
- Outside Agencies
- Parental Involvement
- Inclusion Strategies
- Intervention Strategies
- School Counsellor / EWO
- External agencies

## Identifying Unacceptable Conduct

The following behaviours are unacceptable and will result in school agreed sanctions and strategies being applied, as appropriate.

The list below is illustrative, but not exhaustive. The school will exercise discretion over any conduct perceived as anti-social, or in any way harmful to the health, safety and welfare of other individuals, or the wider school community.

- Smoking
- Substance abuse
- Possession and/or consumption of alcohol
- Possession and/ or use of any drug/ paraphernalia on the school site (Zero tolerance)
- Repeated non co-operation
- Disruption to learning, personal and that of others
- Physical assault

- Fighting
- Incitement
- Bullying
- Vandalism
- Verbal assault/ abuse
- Racist behaviour
- Swearing or use of inappropriate language
- Sexual abuse and harassment
- Extortion
- Theft
- Bringing electronic player or recording equipment to school
- Bringing offensive weapons to school (zero tolerance)
- Bringing the school into disrepute
- Inappropriate use of internet or other technology
- Possession of pornographic and inappropriate materials
- Dangerous behaviour
- Anti-social behaviour
- Truancy from school
- Truancy from lessons
- Lateness to lessons
- Going off the school site without permission
- Chewing gum at any time
- Eating outside of designated areas
- Disruption to orderly corridor and stairwell environment
- Non co-operation with school uniform policy and standards
- Non co-operation with school jewellery policy
- Insolence and bad manners
- Use of mobile phone in school time

## Sanctions

Teachers will promote positive conduct and attitude to learning with the use of positive feedback and praise in lessons.

Kinver High will use sanctions to respond to unacceptable conduct. We will apply sanctions with fairness, consistency, flexibility and proportionality. Where sanctions are used we will: explain the reason for the sanction, the changes in conduct needed to avoid future sanctions, and that sanctions are a response to conduct, not the individual.

In accordance to The Equality Act 2010, responsible bodies, such as schools, are expected to make reasonable adjustments for students with identified needs. It is understood that such needs pose barriers or difficulties, when students access their educational settings, by comparison to peers of the same age.

Consequently, it will be necessary to consider individual needs when applying school policies. For example, it would be deemed reasonable to suggest that a pupil who has been diagnosed with ADHD may require some adjustments when following a behavioural rule applied to active listening.

When considering the application of reasonable adjustments, the responsible body will refer to: The Equality Act 2010, the SEND Code of Practice: 0 to 25 years, 2014, and the Children and Families Act 2014. Further information regarding reasonable adjustments are outlined in the school's SEND Policy.

When deciding on appropriate sanctions the school will take into account: the age and the health of the student, specific needs the student may have, their previous record of behaviour, the severity of the unacceptable conduct and the likelihood of repetition, pressure exerted by others, the extent to which the unacceptable conduct may have affected others, where the unacceptable conduct took place, and whether the student was a part of a group.

Sanctions available to Subject Teachers and Tutors are:

- Verbal or written reprimand
- A negative comment recorded on the school system (The Edge)
- 15-minute detention
- Parental contact
- Removal from class
- Loss of privileges
- Tasks – e.g. tidy classroom, litter picking
- Tutor report
- Referral to Head of Department or Head of School

Additional sanctions available to Heads of Department/Heads of School are:

- Reflection Room
- Withdrawal from lesson and contact home
- Isolation (with authorisation from SLT)
- Loss of unsupervised time
- Subject behaviour report
- Subject target card
- Heads of School report
- Senior Leadership report
- Conduct contract

Senior Leadership Team have access to all sanctions.

A Reflection Room guidance document is available for all staff to use as a point of reference (*Appendix H*).

Increasing of sanctions:

- Non-attendance to a tutor or teacher 15-minute detention will result in a Lunchtime Reflection on the same or next day.
- Non-attendance to a Lunchtime Reflection will result in further sanctions being given at the discretion of Heads of School / SLT.
- Disruption in isolation may result in a fixed term exclusion.

Conduct incidents are recorded on the school system and regularly reviewed by the Tutor, Heads of School and Senior Leadership Team. Sanctions will be implemented for persistent disruptive conduct.

Within the support structure there is always a member of Senior Leadership who is available to assist staff with any given situation, as well as an Inclusion room where pupils work one to one with a member of staff for a variety of reasons, and are mentored until they are ready to be phased back in to the classroom.

To support both pupils and staff, the school operates provision for students to work in isolation for those who require further intervention/sanctions for a set period of time. As well as periods of isolation, Internal exclusion is a strategy used, which attempts to avoid fixed term exclusion. Internal exclusion allows pupil to work with staff members, ensuring they aspire to meet the high expectations set by all teachers. When a pupil is placed in internal exclusion, parental contact will be made and, like all conduct incidents, will be recorded against the pupil record.

## A Restorative Approach

All members of staff will be encouraged to have a restorative approach when dealing with discipline and conduct. A restorative approach aims at reducing confrontation and building positive relationships with students. All staff will receive restorative training and a range of resources will be made available to give staff different strategies for a restorative approach. On the classroom conduct pyramid, it is a requirement that a restorative conversation must happen with teaching staff member in a timely manner following a Level 3, 4 and 5 intervention, when appropriate and agreed.

A restorative approach plan will be used to avoid exclusions in some scenarios and circumstances. A restorative approach offers schools an alternative way of thinking about addressing discipline and conduct issues, offering a consistent framework for responding to these issues, with a zero tolerance for poor conduct.

If a student needs to be taken out of circulation, they may be placed into an Inclusion area for a period of time, which is to be agreed by Senior Leadership, Head of Year and the Inclusion manager. They will not have contact with students who are in school circulation and will take part in a restorative programme, which explore the following:

1. The incident (what happened and why it is not acceptable).
2. What the impact has been on those involved: i.e. who has been affected and in what ways. Strategies supporting an understanding of empathy and anger.
3. What needs to happen to put things right or to make things better in the future.

#### Next steps

A meeting with parents/carers will take place.

There will then be an opportunity for a restorative mediation session between the student and the member of staff. This will allow staff to discuss the incident with the student and allow relationships to be rebuilt.

## Internal Isolation

In some instances, a student will be placed in internal isolation, whereby the student remains in school where they can receive supervised education and the sanction is not notifiable to the local authority, as in the case of a Fixed Term Exclusion. Though seen as an option short of a Fixed Term Exclusion, the seriousness of a student being sanctioned in such a way should not be overlooked. The decision to isolate a student will be taken by Senior Leadership, Head of Year and the Inclusion Manager.

- Internal isolation can be in a lesson taught by Senior Leadership, an SLT office, or at another Invictus school.
- If the isolation period is planned parents/guardians will be informed.
- If a student is absent on the day of the internal isolation they will complete it on the first day of their return or as scheduled by the Inclusion manager.
- Failure to comply with isolation rules will result in that period of isolation being repeated or extended.
- Where internal isolation is not successful, then the school reserves the right to formally exclude a student through the official FTE route.

## Exclusions

Excluding a student from school is an extremely serious matter and can only be authorised by the Head teacher. Kinver High will follow the Local Authority procedures and guidelines for exclusion.

- \* *Fixed Period up to 5 days* – These will be used when a serious incident has occurred, and it is necessary to see a student's parents to discuss the incident before reintegrating. Most often this involves a violent incident, extreme rudeness, refusal to cooperate in isolation or very serious disruption. Or when a series of problems have occurred, and previous sanctions and warnings have not been effective. It is the duty of the school to provide work, and for the parent to ensure they are at home during the hours of school.
- \* *Fixed period over 5 days* – Such exclusions are rare and usually have to be investigated further, or to allow more effective intervention by the school and other agencies. The school must provide alternative provision.

- \* *Permanent Exclusion* – Only used in the most serious cases and where a student’s continuing presence in the school would either be detrimental to them or other students. This can be for a one-off serious incident.

## Managed Moves and Alternative Education Provision

It may be deemed appropriate, if a student fails to improve their behaviour despite significant support, that they are offered the chance of a new school environment or alternative education provision. The consideration of offering an alternative school or placement does not come lightly, but if it is deemed to be in the best interests of the student concerned, this option will be investigated.

The school has the authority to direct students to alternative educational providers where they deem it necessary. Although the support of parents is sought it is not required. External alternative provisions will be sought both within the trust, the local authority, non-educational settings and online educational platforms.

Sometimes, with parental support, it is appropriate to modify a student’s school day.

## Conduct off School Premises

Students are encouraged to meet the same expectations of conduct off site as well as on site. When on visits or trips all aspects of classroom conduct apply to students.

Where a student is off school site and not on a trip, for example on the way to and from school, then the school expects their conduct to be maintained. Where poor conduct is witnessed by staff or reported by a member of the public, it will be addressed in the same way as if it had happened in school.

This may not be restricted to journeys to and from school. The policy is enforceable where a student is wearing the school uniform, is easily identifiable as a student of the school, or has, through their actions, brought the school into disrepute.

In the event of a sanction being required, this will take place on the school site. Staff witnessing an incident off school site should not seek to sanction students at the time; they should report it through the established channels.

## Uniform

Kinver High uniform policy is designed to encourage a purposeful and effective climate for learning. All students and staff should be smart and take pride in their appearance, dressed appropriately within the ethos of a school working environment. All students should be aware that they represent the school, its ethos and its image, when wearing the school uniform inside or outside of school.

It is expected that all students wear full uniform at all times, unless directed otherwise by staff. Sanctions,

predominately the use of strike cards, are in place for inappropriate uniform and at the discretion of Senior Leadership.

Boy's uniform	Girl's uniform
Black blazer with school crest	Black blazer with school crest
Grey Jumper with crest (optional)	Grey jumper with crest (optional)
Pale blue shirt – short or long sleeved (top button fastened)	Pale blue shirt – short or long sleeved (top button fastened)
Black tailored logo-ed school trousers - Trousers must be purchased and worn from either of the approved uniform providers and feature the school logo. - Trousers must be worn full length and not worn to expose the ankles. - Trousers come supplied with a plain black belt, no other style of belt is permitted.	Black tailored Logo-ed school trousers or skirts - Trousers or skirt (2 styles) must be purchased and worn from either of the approved uniform providers and feature the school logo or school colour (for ribbon banded drop waist pleated skirt) - Trousers must be worn full length and not worn to expose one's ankles.
Clip on School tie	Clip on School tie
Dark plain grey or plain black socks	Dark plain grey or plain black socks (or nude/black tights)
Smart black leather <b>shoes</b> – no canvas shoes or trainers. Boots are not permitted. Shoes must be completely black in colour. Laces must be black, with no metal buckles.	Smart black leather <b>shoes</b> – no canvas shoes or trainers. High heels or boots are not permitted. Shoes must be completely black in colour. Laces must be black, with no metal buckles.

In addition to the above, there are some other rules regarding other items of dress and accessories that students must follow:

<b>Other clothing</b>	Clothing worn underneath school uniform must not be visible.
<b>Coats/Jackets</b>	Coats and jackets should not be worn inside of the classroom. Denim jackets and hooded sweaters are NOT ALLOWED in school and should not be substituted for a coat or school jumper.
<b>Jewellery</b>	You are allowed one flat ring and a watch.
<b>Ear Piercings</b>	Students are allowed one pair of small studs or sleeper rings for ears. Ear stretchers/flesh tunnels/flesh plugs are NOT ALLOWED.
<b>Other piercings</b>	Such as nose studs, rings, facial piercings are NOT ALLOWED. They will need to be removed or a plastic clear/nude coloured retainer inserted.
<b>Accessories</b>	No other fashion accessories (such as sweatbands, bangles, necklaces) are allowed to be worn. No bracelets are allowed except those worn for recognised religious reasons.
<b>Hair</b>	Hair should be neat and tidy. If hair is dyed, it must be in natural colours only. Hair decorations and bright/multi-coloured/patterned dyes are not allowed. Hair bands or scrunchies etc should be plain black or dark blue in colour. Patterns cut into hair / eyebrows, such as tramlines and shaved heads are not permitted.
<b>Make-up</b>	Light make up is permitted. If students attend school with heavy make-up or an excessive application of fake tanning cream they will be expected to remove it.
<b>Nails</b>	Nails must be short in length. We permit the wearing of types of nail polish including gel or acrylic, but only if the colour is nude or pale. Vibrant, bright or fluorescent colours including red will not be permitted. The wearing of long, false or nail extensions continues to be prohibited as does the wearing of any nail embellishments or jewels on nails for Health & Safety reasons. This will be strictly enforced and bright varnish/nail art will be removed in school.

## Mobile Phones, MP3 players and Headphones

If staff see a student with one of the above they are to remind the student that they should not be seen, and should be confiscated and placed at reception until the end of the day. A repeat of the appearance will lead to the item once again being removed and placed at reception until the end of the day. A third repeat will lead to the item being collected by a parent.

If a student refuses, this will lead to intervention from Heads of School / SLT and a further sanction of Lunchtime Reflection being issued.

## Anti-Bullying Policy

- Bullying takes place in a various guise and it is important for staff to be able to know what bullying is and recognise it immediately.
- Bullying is any deliberate behaviour by individuals or groups that intimidates others over a sustained period of time
- Bullying can be verbal, physical, cyber or psychological.
- Kinver High investigates all complaints about bullying.
- Students must report bullying immediately to any available member of staff. This can be reported verbally or by using a peer on peer abuse form.
- Kinver High will work with both the bully and the victim to repair the harm caused and try to ensure that the bullied student feels safe from further harm.
- Students are made aware that they should report bullying of themselves or others, rather than take the law into their own hands.
- All teachers seek to outlaw bullying behaviour in their responses to a student's behaviour and in the content of lessons, tutor time and assemblies, and encourage pupils to support each other and show disapproval of bullies.
- Information and assistance from parents is welcomed.
- Efforts will be made regularly to identify areas where problems are occurring and staff, including mid-day supervisors, alerted to these.
- Responses to bullying are varied, depending upon context and the needs of all parties involved. Some strategies are:
  - Circle time
  - Mentoring
  - Counselling
  - Meetings with parents
  - Students may be placed on report
  - Detention
  - Placed in isolation
  - Fixed Term Exclusion from school.
  - Permanent Exclusion from school.
- Discussion between any combination of staff, pupils, parents and supporting agencies, (e.g. Education Welfare Service, Police, Education Psychology Service, Special Needs Support Service).

- In more persistent or serious cases, this discussion may be followed up by further sessions.
- Parents of any children involved are likely to be contacted.
- When a child has been bullied, efforts will be made:
  - to rebuild his/her confidence.
  - Where appropriate, help him/her confront the bully and establish a better relationship.
  - to consider ways to modify his/her own conduct to avoid repeated experiences.

Please also refer to the Kinver High Anti-Bullying statement and Policy.

## Drugs

Kinver High is committed to the health and safety of all its members and will take action to safeguard their well-being. The possession, use or supply of drugs in the school context, (which is defined as on school premises or during any school activity and/in school uniform) is totally forbidden. Any such instance will be viewed as an extremely serious disciplinary matter.

The school will consider each drug related incident separately and consider the appropriate response, bearing in mind the circumstances of the case, and the need to balance the interests of the student concerned as well as the effect on the entire school body.

The Governing Body considers that it is essential that parents and students are clear about the expected/usual sanction that will be applied.

- The school takes a zero-tolerance approach to the use or possession of drugs within school. Any student found in possession of, dealing/sharing, acquiring drugs for another person will face a permanent exclusion. Incidents of drug related behaviour outside of school can result in the same punishment. All incidents will be reported to the police.

There is a planned Drugs Education Programme in place to:

- Inform students about drugs and their effects
- Promote a positive attitude towards a healthy lifestyle
- Increase students' understanding of the health and social implications of the use and misuse of drugs.

## Searching, Screening and Confiscation

Kinver High has the right, under law, to search pupils and confiscate their possessions, without consent, where they have reasonable grounds for suspecting the pupil may have a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images

The search will be conducted by two members of staff with at least one being of the same sex as the student.

School staff can seize any prohibited item found as a result of a search, or any item, however found, which they consider harmful or detrimental to school discipline. Confiscated items are disposed of at the discretion of the school. This may mean the item is destroyed. Where drugs, a weapon or extreme pornography are found, they will be delivered to the police as soon as possible. Carrying a weapon is illegal, even if it is not being carried with intent: any student who brings a dangerous item/weapon into the school will receive an appropriate sanction. This could result in a student losing their place at the school.

The school will make every effort to inform parents/guardians before the search, even though it is not a requirement, but contact will always be made after.

The school has the right to use reasonable force when conducting a search without consent. In most instances this will not be required. If necessary, an appropriate member of trained staff will be required. The school may refuse to have on school site any pupil who refuses to be searched or screened.

Kinver High follows guidance from:

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

## Reasonable Force

The term 'reasonable force' covers the broad range of actions, involving a degree of physical contact with pupils. Force is usually used in a school to either control or restrain.

Reasonable force should not be the first course of action and will only be used when the safety of that student and others around them is in jeopardy. The decision about whether or not to physically intervene is down to the professional judgement of the staff member concerned.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

Kinver High recognises students with SEN and disabilities have additional needs, which may, in turn, affect their behaviour and, therefore, special consideration should be applied when reasonable force may be used.

For further guidance on where reasonable force may be deemed appropriate, see the following link:

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

If reasonable force is used the incident must be reported to **a member of the SLT** on the same day the incident takes place.

## Malicious Allegations Against Staff

Where a student is proven to have made a malicious allegation against a member of staff, it will be reviewed on a case by case basis. It must be recognised that unless there is a significant reason otherwise, this will most likely result in the permanent exclusion from the school of that student. It may be possible to seek an alternate place for a student within the Invictus Trust or local authority through an agreed move.

Kinver High places the safety and security of all its students above anything else. We take all reports of staff misconduct seriously, imposing the correct measures whilst an investigation is ongoing. Similarly, we take the professionalism of our staff seriously. Where an allegation is made that has no truth to it, we must ensure our staff are protected, therefore, the sanction is amongst the strongest we can take.

## Training, Monitoring and Evaluation

Kinver High staff are provided with training on managing conduct as part of their induction process. Conduct management will also form part of continuing professional development. Where problems with conduct management arise, training will be sought for staff.

The following documents are available to all staff as reference for support and guidance:

- Behaviour Checklist for classroom teachers (*Appendix H*)
- Behaviour Checklist for Classroom Assistants / LSAs (*Appendix I*)
- Teacher Behaviour Strategies (*Appendix J*)

Senior Leadership and the Pastoral team will analyse and examine behaviour and rewards data to identify training needs, support those staff who may require it and identify students who might be at risk of exclusion, so early intervention can be put into place. Form tutors can always access data, which they use to guide and advise students about their conduct. The effectiveness of the policy will be evaluated regularly by Senior Leadership, staff, parents and students.

The conduct policy is reviewed every year by the Head Teacher and the Governing Board.

## Appendices

- A. Home School Agreement
- B. Kinver Habits
- C. Classroom Conduct Pyramid
- D. Classroom Expectations (SMILE)
- E. Corridor Expectations (CALM)
- F. Rewards Pathway
- G. Kinver Standards
- H. Reflection Room Guidance
- I. Behaviour Checklist for classroom teachers
- J. Behaviour Checklist for Classroom Assistants / LSAs
- K. Teacher Behaviour Strategies

**Aims**

**With a 'can do' attitude, anything is possible** - The aim of our Home School Agreement is for all of those with a vested interest in the student, to demonstrate their commitment and support in enabling the student to become 'the best that they can be'.

We strongly believe that with a supportive and effective partnership, every student will be successful. By signing this declaration, you are committing to our key values, ethos and policies, which are all in place to create the best possible learning experience. **Before signing this agreement please make sure you have read all of the relating school policies, as these could be referred to in future meetings or communication regarding your child.**

<p><b>Parent and Carer - I/We fully commit to helping my child achieve excellence through:</b></p> <ol style="list-style-type: none"> <li>1) Support the schools aims, ethos and values: <b>Engage, Succeed, Aspire to Lead.</b></li> <li>2) Ensure my child attends school each day, on time, and properly equipped. Any absence should be reported to school before 8.30am, and holidays should not be taken during term time.</li> <li>3) Encourage my child to maintain high standards of behaviour at all times, supporting the implementation of the behaviour &amp; uniform policy including detentions and sanctions.</li> <li>4) Make myself available to my child and school, address any concerns they may have, attending parents' evenings, information evenings and supporting celebration events.</li> </ol>	<p><b>Student - I fully commit to excellence in the following ways:</b></p> <ol style="list-style-type: none"> <li>1. Uphold the school ethos: <b>Engage, Succeed, Aspire to Lead</b></li> <li>2. Attend school, arrive on time every day and bring all the necessary equipment.</li> <li>3. Wear the full and correct uniform to school.</li> <li>4. Follow the school policies each day SMILE &amp; CALM.</li> <li>5. Be a positive and active member of the school community and take advantage of the many opportunities offered.</li> <li>6. Respect and care for the school environment and the local area.</li> <li>7. Do my best at all times</li> </ol>	<p><b>School - We fully commit to help students achieve excellence in the following ways:</b></p> <ol style="list-style-type: none"> <li>1. Re-enforce the importance of our values: <b>Engage, Succeed, Aspire to Lead</b></li> <li>2. Encourage and reward good attendance and punctuality, contacting parents where issues arise.</li> <li>3. Create a positive climate for learning in order for students to reach their full potential.</li> <li>4. Assess, monitor and track student progress communicating regularly with parents.</li> <li>5. Provide a pastoral system that looks after the welfare and well-being of your child.</li> <li>6. Provide a range of extra-curricular activities and encourage student participation.</li> </ol> <p><b>Together we will:</b></p> <p>Support students' learning, to help them to 'be the best that they can be'</p>
<p><b>Parent / Carer signature:</b></p> <p><b>Date:</b></p>	<p><b>Student signature:</b></p> <p><b>Date:</b></p>	<p><b>Tutor signature:</b></p> <p><b>Date:</b></p>

# KINVER HIGH SCHOOL



# KINVER HIGH SCHOOL

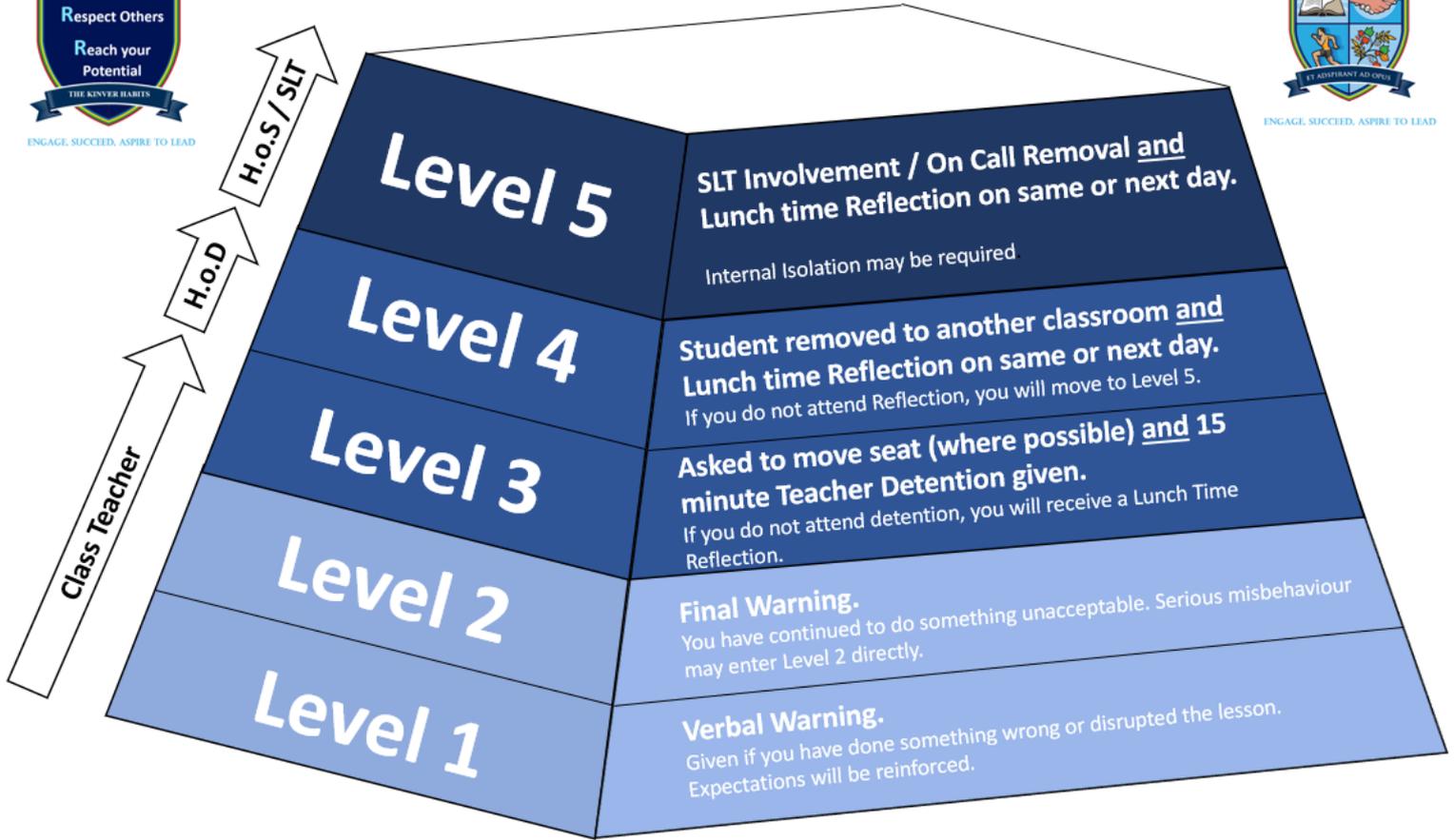


ENGAGE, SUCCEED, ASPIRE TO LEAD

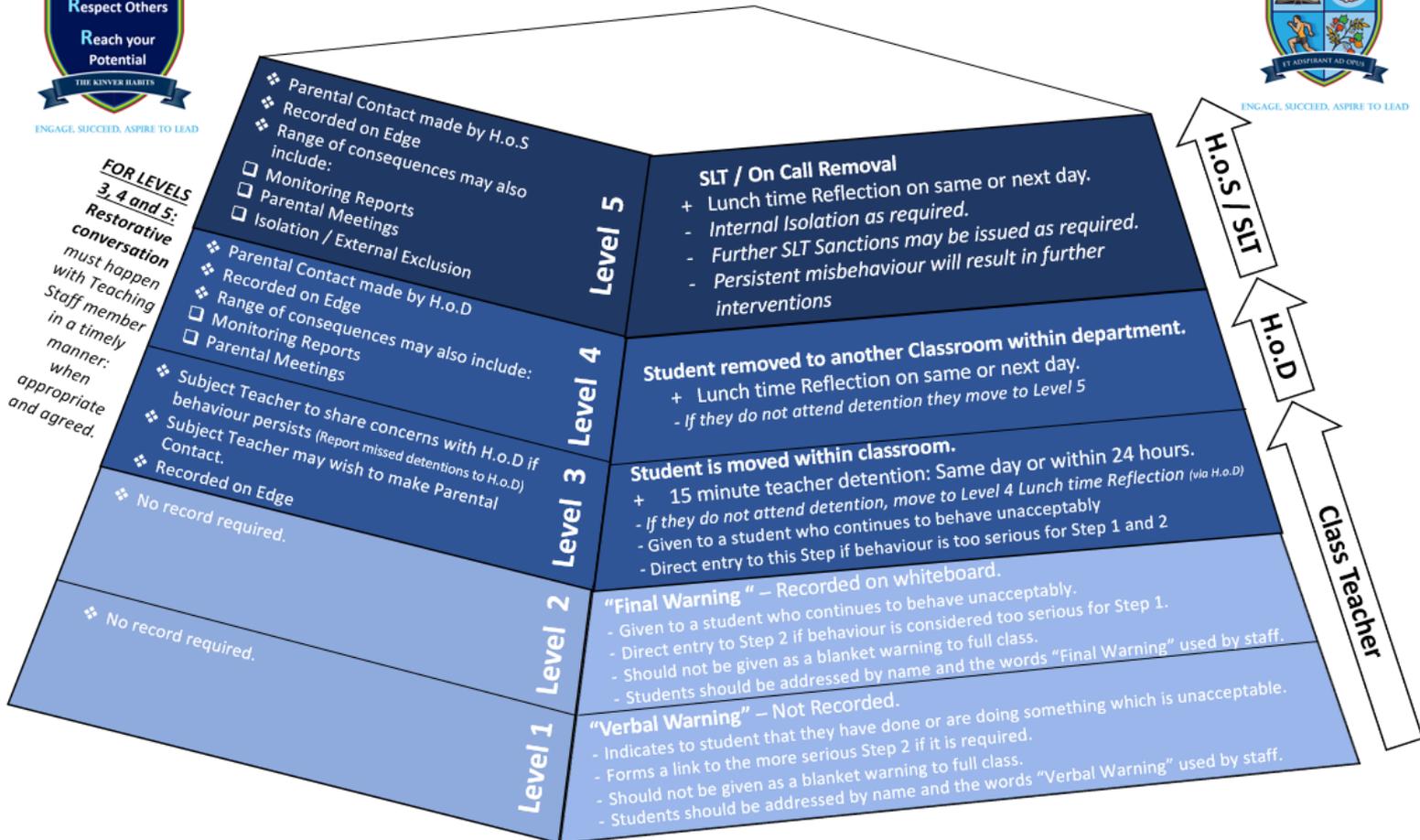
ENGAGE, SUCCEED, ASPIRE TO LEAD



# Classroom Conduct



# Classroom Conduct



# INVICTUS

Education Trust

**S**

**Show respect by sitting correctly and being polite.**

**M**

**Maintain focus on learning throughout the lesson.**

**I**

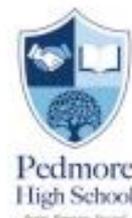
**Involved by asking and answering questions.**

**L**

**Listen and look at the speaker.**

**E**

**Every time, first time, do as asked.**



# INVICTUS

Education Trust

C

**Calmly and quietly  
walk around school**

A

**Always wear your  
uniform correctly  
and with pride**

L

**Listen to and  
follow instructions first  
time, everytime**

M

**Make sure you  
respect our school  
environment**





# Kinver Standards

**School Punctuality:** Should be dealt with by the Tutor in AM tutor time.

- Student arriving late to form (after 8.50am) will receive a 15 minute tutor detention on the same day.
- Student arriving late to school after 9.07am will receive Lunchtime Reflection on the same day.
- Failure to attend Tutor detention = Lunchtime Reflection the next day.

**Equipment:** Should be dealt with by the Tutor through weekly checks in tutor time.

- Tutor to implement appropriate sanctions as required.
- Classroom teachers will have equipment spares to make sure the lesson flows, and students have no extra reason to start with a negative attitude.

**Uniform:** Should be dealt with by all staff: tutors, class teachers (on classroom entrance at beginning of each lesson) and SLT.

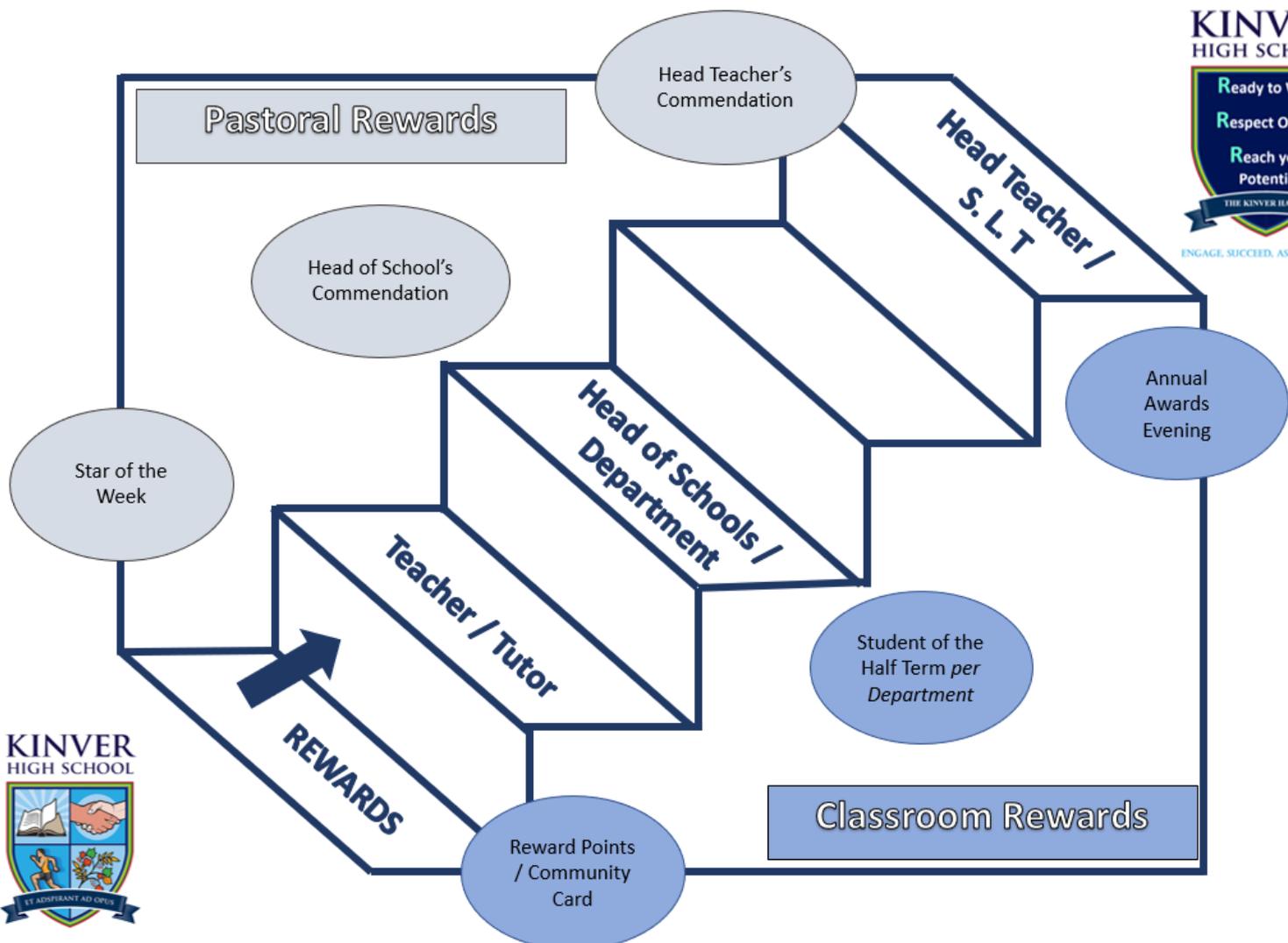
- Tutor / H.o.S to contact parents initially (if no note/contact already made) regarding infringement.
- 24 hour 'grace period' may be granted in 1<sup>st</sup> instance at the H.o.S discretion.
- Appropriate alternative uniform may be provided by school.
- Strike cards used to record uniform policy being breached: 3 strikes equals Lunchtime Reflection.

**Lesson Punctuality:** Should be dealt with predominately by Middle Leaders and SLT, who are present in corridors (issuing 'Strikes' as required).

- The classroom teachers will be given strategies to make sure the student picks up the lesson as quickly as possible upon arrival.
- Classroom teachers can place a remark on the system allowing Tutors and H.o.S / H.o.D to monitor and issue appropriate sanctions as required.

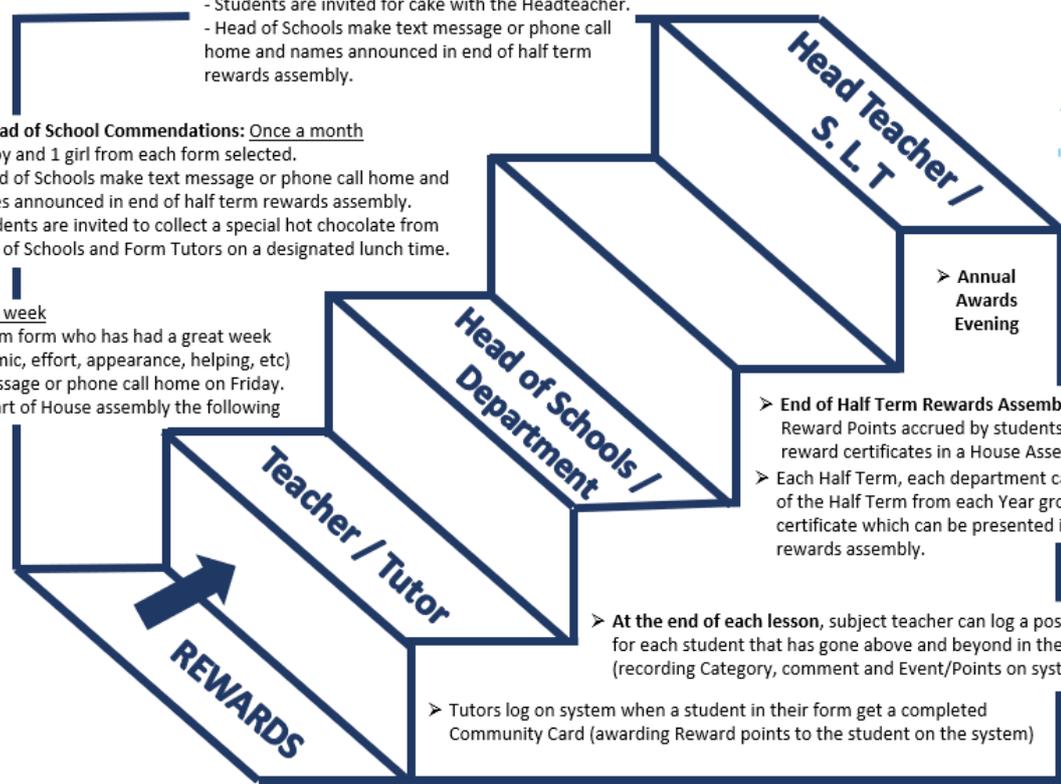
**Homework:** Should be dealt with by the classroom teacher initially. H.o.D / SLT support when required (for repeat offenders).

- 1<sup>st</sup> Offence (HWK policy breached with no note/parental contact) = Teacher issues 24hr extension.
- 2<sup>nd</sup> or Repeated Offence = Teacher issues 24hr extension and 15 minute teacher detention.
- No HWK following extensions or Fails to attend teacher detention = Lunchtime Reflection.



### Pastoral Rewards

- **Head Teacher Commendations: Once a half term**
  - Head of School awards 5 students from each Year.
  - Students are invited for cake with the Headteacher.
  - Head of Schools make text message or phone call home and names announced in end of half term rewards assembly.
- **Head of School Commendations: Once a month**
  - 1 boy and 1 girl from each form selected.
  - Head of Schools make text message or phone call home and names announced in end of half term rewards assembly.
  - Students are invited to collect a special hot chocolate from Head of Schools and Form Tutors on a designated lunch time.
- **Star of the Week: Once a week**
  - Tutor selects 1 student from form who has had a great week (may be attendance, academic, effort, appearance, helping, etc)
  - Form tutor makes text message or phone call home on Friday.
  - Names displayed at the start of House assembly the following week.



- **Annual Awards Evening**
- **End of Half Term Rewards Assembly** uses the Reward Points accrued by students to distribute reward certificates in a House Assembly.
- Each Half Term, each department can award Student(s) of the Half Term from each Year group. Students given certificate which can be presented in end of Half Term rewards assembly.
- **At the end of each lesson**, subject teacher can log a positive event for each student that has gone above and beyond in the lesson (recording Category, comment and Event/Points on system).
- Tutors log on system when a student in their form get a completed Community Card (awarding Reward points to the student on the system)

### Classroom Rewards

- Any member of staff can log a positive event for a student that has gone above and beyond within school, outside of lessons (recording Category, comment and Event/Points on system)

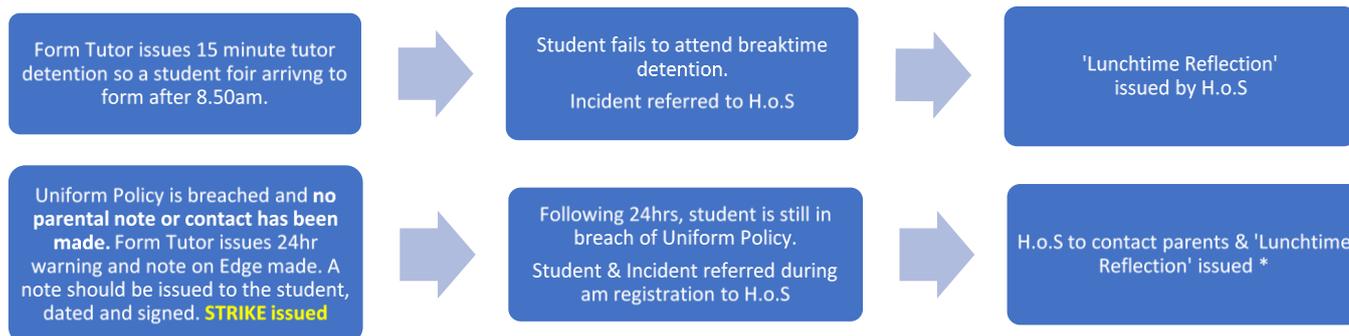
# KINVER HIGH SCHOOL

## Reflection Room Guidance



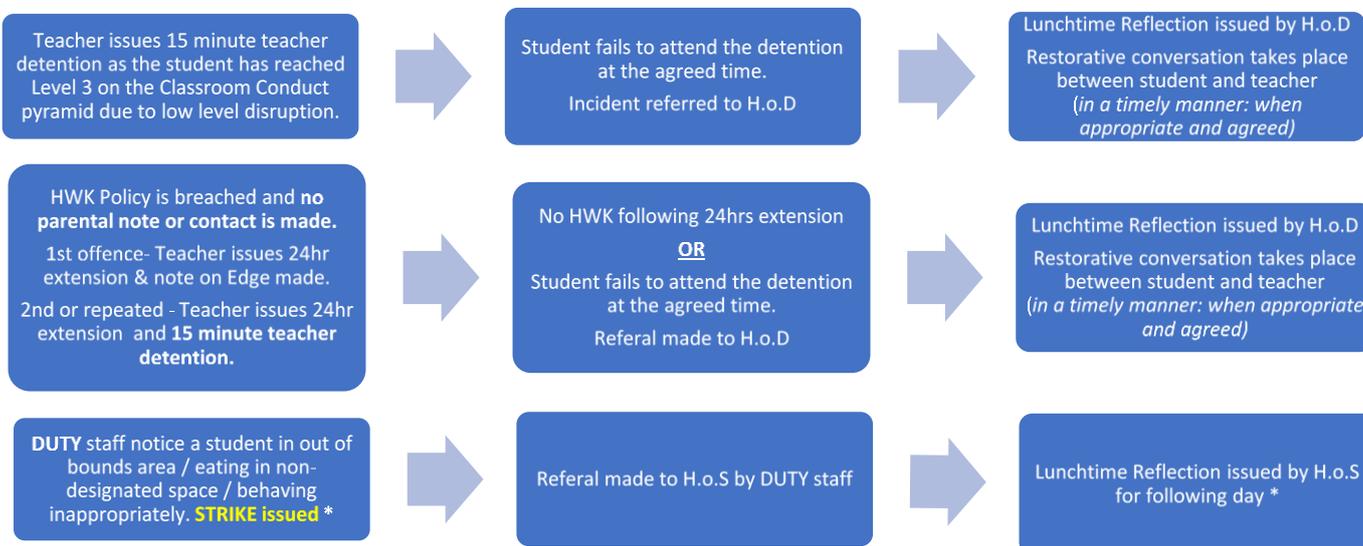
- The Reflection Room is based in T1 every day and staffed by the pastoral / inclusion team.
- Students can only be referred to the Reflection Room by **SLT, Heads of School or Curriculum Leaders**
- Referrals must be made the day before to L Fullwood or by 10am for a 'Reflection' sanction that day. Unless a decision is taken by ON CALL or SLT to place a student into 'Reflection' immediately that day.
- Referrals can be made in line with the classroom conduct pyramid or in line with the Kinver Standards.
- All referrals **MUST** be submitted by email.

### Examples of when a lunchtime 'Reflection' might be issued:

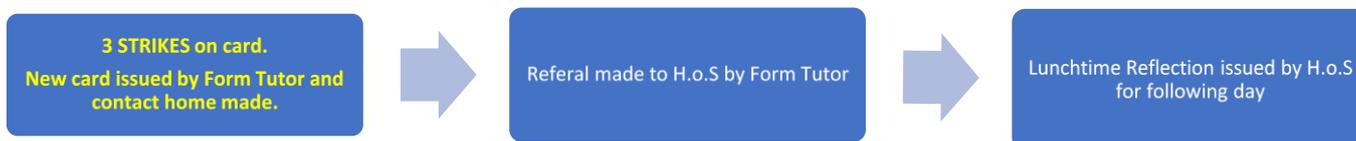


*\* H.o.S following parental contact and in different circumstances may choose to use their discretion and extend the grace period beyond the coming weekend. They will inform the Form Tutor and SLT of this and issue the student with a Uniform note until the Friday. If the student is in breach of the uniform policy following the grace period. Reflections will be issued until the uniform policy is adhered to.*

*Where this applies to facial piercings or inappropriate hair colours. A grace period may be applied but 'Reflections' will be issued throughout this period so that the student is not in visible circulation \**



*\* LUNCHTIME DUTY STAFF may decide to place a student immediately into 'Reflection' if circumstances suggest that this would be beneficial for the safety of the student concerned or other students*



Students in **all-day lesson isolation** will automatically be in Lunchtime Reflection on that day.

Students **removed to ISOLATION by ON CALL/SLT** will automatically be issued a Lunchtime Reflection that day (or the following day if PM removal).



## **Behaviour checklist for Classroom Teaching**

To the Teacher commanding the room you should:

- Provide a neat and uncluttered environment for every lesson.
- Display student expectation in a prominent position in the room.
- Display the Consequences Pyramid in a prominent position in the room next to the Reward Tariff.
- Know the system of reward and consequence, and utilise it consistently for every class and student
- Have clear routines at all times (methods for stopping the class, asking questions)

For the Pupils coming into your room:

- Meet and greet pupils when they come into the classroom with visible kindness.
- Get to know the names of each student in each lesson.
- Familiarise yourself with what Behaviour Strategies you are going to use and stick to them.
- Have a seating plan that works for you to support good conduct
- Know who is in your class that is on a BSP (Behaviour Support Plan) and stick to the guidelines

When teaching you should:

- Be prepared for them. Have the lesson resourced.
- Model appropriate behaviour and interactions at all times (Imagine there is a parent on your shoulder!)
- Praise students doing the right thing more than criticising those who are not (5:1)
- Stay calm.
- Remember that those with good rapport and relationships with students that they tend to be the ones that are the best classroom practitioners

And finally:

- Follow up, follow up, follow up
  - Be that with your Head of Department, the Pastoral Leads, your Line Manager or Parents, never say anything you will not follow up.
- And record everything, this helps to build a picture for all stakeholders.



## **Expectations for Classroom Assistants**

- Set high expectations and model positive attitudes, values and conduct.
- Personal and professional conduct should be adhered to at all times to reflect the position of trust you uphold in the school.
- Check students understanding of tasks, encouraging students to work independently to avoid over-reliance on TA support.
- When providing 1:1 support to a student with an EHCP, ensure you are aware of the student's individual needs and objectives as set out in the EHCP and provide input regarding progress of these as part of the Annual Review process.
- Ensure safeguarding procedures are followed to secure students' safety and well-being by following school safeguarding procedures as outlined in the school policy.
- Have a general understanding of what is going to be taught in the lesson to be able to support students to maximise their potential.
- Meet and greet at the door with the classroom teacher, supporting with uniform checks and positive conduct where possible.
- Join in with classroom discussions and promote further inclusion by encouraging all students to participate and understand how to meet individual student needs.
- Be vigilant of the students conduct. Be proactive in managing their conduct by adhering to and implementing the school conduct policy. Report, action and log conduct to support conduct management.
- In liaison with the classroom teacher use professional judgement on how best to deal with conduct management.
- Your control on corridors is as pertinent as that of a teaching staff member. Do not ignore poor conduct on a corridor.

### Teacher Behaviour Strategies

Planning for good quality conduct in a classroom is as important as planning the actual lessons.

This list represents an array of strategies that we would expect to see in a positive classroom environment.

- It is not expected that you use all of these, every lesson, every day but to consider the strengths of using these and to plan for them in your lesson delivery.
- Those in **bold**, as a school, are classed as our **non-negotiables** and should be seen in every lesson. Others can be applied to individuals and individual groups but should be considered before entering the classroom.
- As part of our annual CPD package you will hear about more of these, in detail as the year progresses.

Behaviour Strategies	Positive effects
Meet and greet at the door, with a smile. Know students' names.	Shows you care, positive prompt start to the lesson, manages corridors.
Positive group correction	Ideal for catching off-task behaviour early. Describe the solution rather than the problem.
Anonymous Individual Correction	I need one more individual looking at me.
Use genuine and meaningful praise.	Students know teacher expectations, motivates students, gives them pride and self-belief, empowers students, creates a 'can do' culture.
Praise positive attitudes and learning behaviours as well as good progress.	Encourages students to repeat the good behaviour.
Ratio of 5:1. 5 positive comments to 1 negative	Models positive behaviour
Praise a nearby student who is modelling exemplary behaviour.	Shows student what is expected of them.
Regularly use recognition/rewards.	Motivates students, gives them self-belief.
'Catch them being good'.	Reinforces positive behaviours.
Use non-verbal communications such as eye contact or hand gestures.	Reduces risk of situation escalating.
Use the language of choice.	Gives students options and stop them from feeling cornered.
Positively re-direct behaviour, accept and move on.	Accepts what the child says but re-directs them to the task.
Partial Agreement	Stops arguments taking over. A student says they are not the only one talking, you reply 'maybe you aren't but I need you to work silently'.
Criticise the behaviour not the student / Give a positively framed reminder.	Depersonalises the situation.

Have clear routine and high expectations for every student.	Students know what is expected of them.
Outline expectations and apply sanctions fairly and consistently.	Students know where they stand.
Always follow up – threatened sanctions must be enforced.	Students know where they stand.
Sanction should match the offence wherever possible.	Logical consequence of their actions.
Explain the reasons for any sanctions.	Students need to understand what they are doing wrong in order to put it right.
Inform parents of positive and negative classroom behaviours and sanctions.	Parental involvement is often the most powerful sanction we have.
Display positive body language, assertive but not threatening.	Shows confident classroom management.
Move around the room/ use physical proximity to students without invading personal space. On occasion get down to eye level.	Shows confident classroom management and allows you to play an active role in the learning.
Dress and act appropriately.	Models high professional standards.
Model behaviour; use the language/manners you would expect. Imagine a parent on your shoulder	Builds mutual respect and demonstrates to the students how they should behave. Acts as a guide for our professionalism
Listen to student concerns, be responsive and sensitive.	Shows students you care.
Accept that you are always learning and that things can always be done differently.	Shows students that learning is a continual process and models that behaviour for students.
Use humour when appropriate.	Creates a good working environment.
Smile – be positive and enthusiastic.	Creates a good working environment, lets students know that you want to be there.
Project a calm demeanour and disguise inner feelings.	If you present yourself in this way, students should reciprocate.
Give students response time to follow instructions 'In five seconds...'	Allows settling time.
Use 'thank you' instead of 'please'.	Expect conformity and compliance.
Hold restorative conversations.	Focuses on behaviour not the person, demonstrates care with boundaries.
No 'Why questions'	Stops long winded irrelevant answers. Proceed to below instead.
Double what questions: What are you doing? What should you be doing?	Students choose to make the right choice.
Tap desk, give instructions and walk away. (30 seconds)	Shows expectation of compliance and keeps the instruction clear and focussed
Raise hand slightly in blocking gesture.	Can stop students in their tracks.
Make positive comments as students enter and exit the room.	Gives students self-belief and sense of achievement, makes them look forward to the lesson or next lesson.
Be honest – own your mistakes and apologise if necessary.	Builds trust, empathy and positive relationships.
Don't take poor behaviour personally.	Depersonalises the situation.
Treat each lesson as a fresh start, do not judge students on actions in a previous lesson.	Avoids students feeling persecuted.