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**KEPIER**  
**POLICY STATEMENT**  
**Learner Discipline & Behaviour Management Policy**  
**(2016 – 2017)**

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Kepier actively seeks to promote good behaviour and create a safe, orderly, purposeful, happy and challenging environment in which effective teaching and learning can take place.

The policy of Kepier on the management of learner behaviour is as follows:

### **Purposes**

1. To help learners develop values based on respect for themselves, others and for the environment of the school and community.
2. To help learners learn the skills of self-discipline.
3. To prevent bullying
4. To make it possible for all learners to reach their full potential through learning, ensuring that learners complete assigned work
5. To ensure the smooth running of the academy and the safety of everyone in it.

### **Principles**

1. We emphasise the positive rather than the negative, using rewards as well as sanctions.
2. Our procedures are based the highest expectations.
3. Our procedures are designed to create a caring and supportive community, based on mutual respect.
4. Everyone is encouraged to understand the consequences of their actions, both positive and negative.
5. All staff, teaching and support, share responsibility for encouraging learners to manage their own behaviour.
6. Pastoral teams have a key role in developing and monitoring the learners' management of their own behaviour, including attitudes to learning.
7. Staff are supported fully when carrying out their duties within established procedures. (See Behaviour Intervention Plan)
8. Pastoral leaders and year group managers, together with department leaders, play a key role in monitoring and supporting discipline to enable teaching and learning to be successful. (See Behaviour Intervention Plan)
9. We place the partnership with parents/carers at the heart of our approach.
10. We aim to deliver a challenging and engaging curriculum for all learners.
11. We address the special needs of learners through our Inclusion Policy.

The principles underlying this Behaviour Policy are based on respect:

- Respect for self
- Respect for others

- Respect for the environment

The policy seeks to put into practice the shared values of the community. The school community consists of learners, academy staff, governors, parents, visitors and the wider community.

### ***Respect for Self***

Everybody should:

- Behave in a sensible and appropriate manner, attempting to present ourselves as the best person we can be at every opportunity

### ***Respect for Others***

Everybody should:

- Allow others to learn and teachers to teach
- Treat everybody with consideration and good manners
- Respect the right of others to hold their beliefs and opinions
- Keep to and enforce the school uniform code
- Help to prevent all forms of bullying and harassment
- Behave with the health and safety of others in mind
- Behave helpfully and responsibly

### ***Respect for the Environment***

Everybody should:

- Treat their own property and the property of others with care
- Treat the academy buildings, contents and grounds with care

## **Guidelines for Action**

1. Everyone, staff and learners, will follow the Kepier's high expectations based on the principle of respect.
2. Specific expectations of learner behaviour, based on attitudes to learning and behaviour for learning will be made clear to both learners and staff. Classroom expectations are posted in every classroom.
3. Year coaches will help learners to know and understand the Kepier expectations. They will guide them in understanding the positive and negative consequences of their actions.
4. Lessons in learning for life and others, will be used as appropriate, to further develop learners' understanding of expectations and consequences.
5. Staff will apply the full range of sanctions and rewards sensitively and progressively. Staff will follow up and ensure that impositions have been completed, following the appropriate lines of referral in more serious cases.(See Behaviour Intervention Plan)
6. Incidents involving the sanctioning of learners should be noted on the appropriate S1-4 computer system.
7. The consequences of positive actions and achievements will be celebrated through year team and whole academy assemblies.
8. Issues relating to the Kepier expectations, learner expectations and consequences of action will be reinforced through assemblies.
9. Staff and learners will be actively involved in evaluating and reviewing the operation of this policy.

## **Roles and Responsibilities**

### ***The Governors***

It is the responsibility of Governors to:

- Oversee the development, implementation and monitoring of the Behaviour Policy and annually review the impact of the policy.
- Ensure that the school complies with its statutory obligations regarding behaviour.
- Regularly review reports on the achievement of the action plan targets from the Behaviour section of the School Improvement Plan
- Receive an annual report on behaviour
- Ensure behaviour systems are robust and value for money. This will take place through the Welfare and Support Committee.
- Support the school in holding disciplinary panels for learners who reach Stage 7 or 8 of the Behaviour Intervention Plan.

***The Senior Leadership Team*** particularly the Principal, Vice Principal, Assistant Principals and Senior Leader for Behaviour.

It is the responsibility of senior leaders to:

- Ensure that Kepier complies with its statutory obligations with regards to behaviour.
- Conduct regular impact assessments.
- Develop strategies and set targets for achieving effective behaviour practices.
- Listen to and address matters brought through learner voice.
- Ensure that learners have equal access to rewards and sanctions.
- Ensure that staff have equal access to behaviour training and development opportunities.
- Ensure that staff are appropriately trained on behaviour issues.
  
- Ensure that all learners are made aware of Kepier's behaviour policy.
- Monitor data collected on behaviour at regular intervals.

### ***Middle leaders, senior pastoral leaders and year managers***

It is the responsibility of all to:

- Ensure that Kepier complies with its behaviour policy for staff and learners.
- Ensure that any behaviour referrals are properly investigated and that appropriate action is taken.
- Ensure that individual records are kept to enable the effective monitoring of behaviour issues

### ***Staff***

It is the responsibility of all Kepier staff, including managers, to:

- Comply with the Kepier's obligations with regard to behaviour.
- Comply with the Kepier's behaviour policy.
- Undergo training on behaviour issues.
- Maintain and record where applicable, sufficient records to enable the effective monitoring of behaviour issues.
- Ensure that schemes of work, lesson plans and teaching resources contribute to the maintenance of good behaviour.

- Promote good behaviour in the classroom and around the school.
- Work within the staff code of conduct

### ***Learners***

It is the responsibility of all learners to:

- Comply with the behaviour policy.
- Respect and develop good relationships with staff and other learners.

### ***Parents/carers***

It is the responsibility of all parents and carers to:

- Ensure that their child attends regularly and punctually, dressed correctly in school uniform.
- Supports their child's learning by attending meetings when required to consider progress or behaviour patterns and play their part in helping the learner.

## **Kepier's Behaviour Procedures**

Kepier has published classroom expectations in every room and operates a system of behaviour monitoring called Attitudes to Learning (A2L) which provides consistency regarding rewards and sanctions.

A system of on call, staffed by senior and pastoral leaders is in operation every lesson ensuring behaviour support and monitoring. Emergencies can also be attended promptly.

Kepier has two onsite inclusion provisions A4A (Achievement for All) and Believe. These provide an appropriate curriculum to support learners who cannot access mainstream for emotional or behavioural reasons. This includes the employment of a professional counsellor for one day per week.

Celebratory events are calendared and held on a termly basis.

Kepier has a strict uniform code which is enforced on a daily basis

The Discipline Committee of the Governing Body meets to consider permanent exclusions.

## **Monitoring**

The implementation of this policy is monitored by the Governors' F&GP Committee on an annual basis. Appropriate data is provided to the governors.

Behaviour data is reviewed at all levels within the school including learner and parental voice; action plans developed to address any issues. Action plans will be monitored by the Governors through the Welfare and Support Committee.

# Appendix 1

## Expectations of learners' behaviour and attitudes to learning

The following expectations of learners' behaviour are displayed in every classroom. They should be used by coaches to teach responsible and acceptable behaviour. Class teachers should use them to reinforce good behaviour.

## Our Expectations of Attitudes to Learning

It is expected that learners will have the correct attitude to learning.

### Expert learner

Arrives in plenty of time and enthusiastic to learn. Excellent effort for the whole of the lesson. Full concentration in all tasks. Always works effectively as an individual and as a team player. Plays a full part in all aspects of the lesson.

### Advanced learner

Arrives on time and ready to learn. Good effort given throughout the lesson. Concentrates without disruption, uses correct equipment and sits correctly throughout. Works well as an individual and as a team player. Contributes to the lesson.

### Developing learner

Arrives on time but not ready to learn. Needs to be reminded to maintain effort. Needs verbally reminding about concentration. Can work well individually and with specific team members. Makes some contribution to lessons and is able to answer questions.

## Behaviour for Learning

Failure to demonstrate positive attitudes to learning will result in:

Reminder of classroom expectations

Stage 1 class teacher monitors behaviour (recorded on the system)

Stage 2 sanction with class teacher (short detention or work task)

Stage 3 department intervention timetable (relocation)  
detention for 20 minutes after school  
department leader monitors stage 3 incidents (intervenes when necessary) and informs parents/carers

Stage 4 sent to TOR  
45 minute detention after school  
If appropriate, pastoral team return learner to lesson  
year team to inform parents/carers  
year team to monitor stage 4 incidents

## Extreme/Serious Incidents

Examples of serious incidents which result in extreme action:

- Physical violence
- Swearing or using insulting language

- Behaving in a manner dangerous to others

Pastoral team will contact home and learner may be excluded from Kepier. In addition Kepier does run one hour detentions after school in line with our Behaviour Intervention Plan

## **Appendix 2**

### **One hour detention expectations**

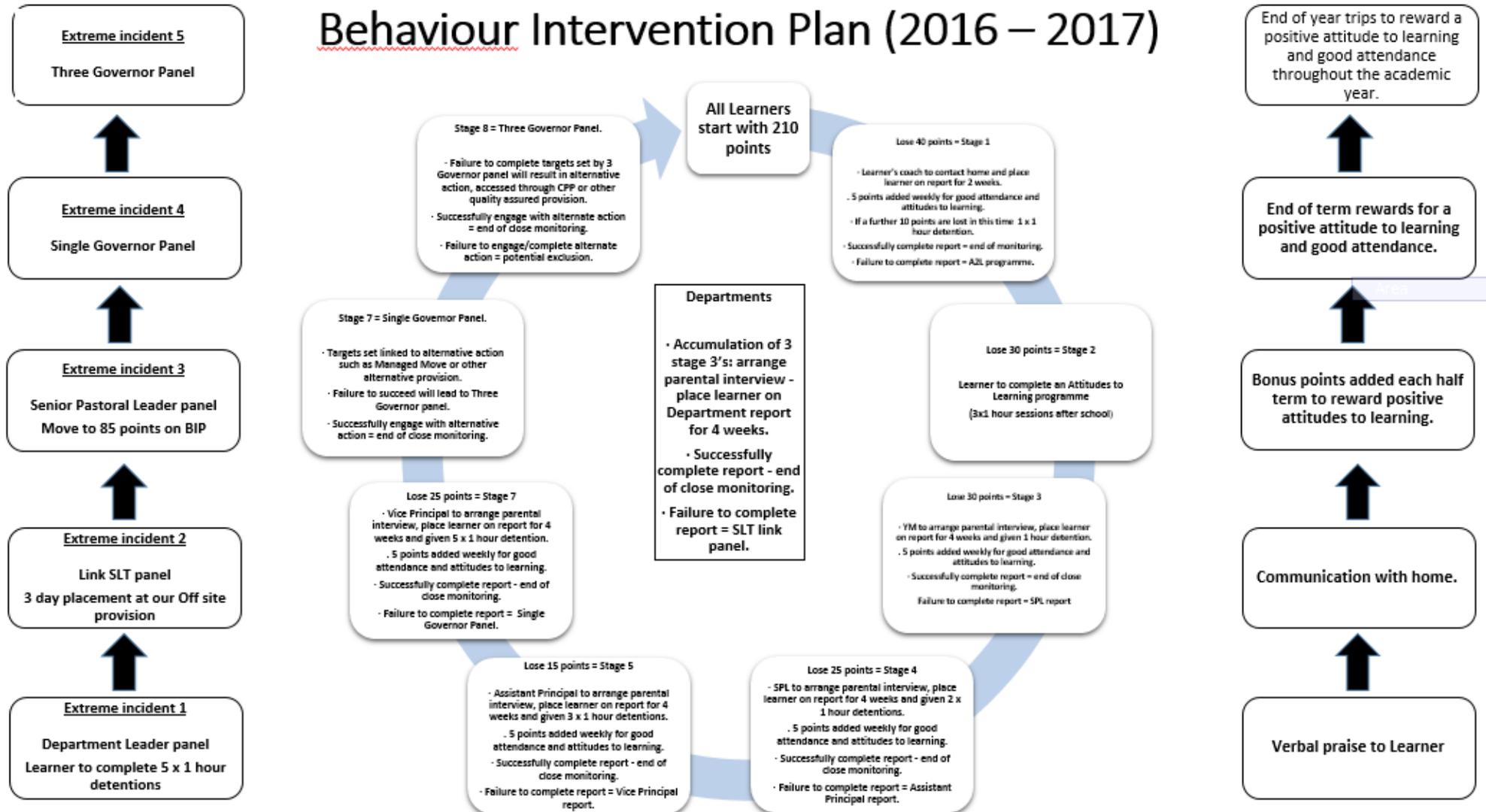
- You will follow all instructions given to you.
- You will work in silence and not disturb others.
- You will complete the work provided to the best of your ability
- You will not be allowed on a lap top unless told to do so.
- You must use the equipment provided and place back in the plastic wallet at the end.
- If there is a fire alarm you will wait to be escorted by the member of staff on duty to the tennis courts.

### **Time out room expectations**

- You will follow all instructions given to you.
- You will complete the form to explain why you have been sent to the timeout room.
- You will work in silence and not disturb others.
- You may be taken back to your lesson if you understand the consequences of your actions.
- If there is a fire alarm you will wait to be escorted by the member of staff on duty to the tennis courts.

Any learner who was on the behaviour intervention plan in the last year Academic Year will start two stages back from where they started.

## Behaviour Intervention Plan (2016 – 2017)



## Appendix 4

### **Behaviour panel outcomes**

#### **Stage 3**

- Contact with parent and learner
- Place learner in 1 x 1 hour detention
- Place on YM report for 4 weeks
- Main target linked reduction in loss of points

#### **Stage 4**

- Meeting with parent and learner
- Place learner in 2 x 1 hour detentions
- Place on SPL report for 4 weeks
- Main target linked reduction in loss of points, S3, S4 and Extreme events

#### **Stage 5**

- Meeting with parent and learner
- Place learner in 3 x 1 hour detentions
- Place on AP report for 4 weeks
- Main target linked reduction in loss of points, S3, S4 and Extreme events

#### **Stage 6**

- Meeting with parent and learner
- Place learner in 5 x 1 hour detentions
- Place on VP report for 4 weeks
- Main target linked reduction in loss of points, S3, S4 and Extreme events

#### **Stage 7 SGP**

- Meeting with parent and learner
- Arrange Alternative Provision
- Arrange managed move if at risk of exclusion

#### **Stage 8 – 3GP**

- Meeting with parent and learner
- CPP
- Permanent exclusion

#### **DL Extreme Panel- DL/Teacher who gave Extreme**

- Meeting with parent and learner
- 5 x 1 hour detention

#### **DL SLT Link Extreme Panel- SLT Link/DL/Teacher who gave Extreme**

- Meeting with parent and learner
- 3 days in Believe to Achieve provision.

## Appendix 5

### Behaviour Intervention Points System

- All learners given an Annual Total of 210 Points
- Points will be lost for the following learner actions.

Action	Number of points lost
Stage 1	1
Stage 2	2
Stage 3	3
Stage 4	5
OOLMB	2
Extreme	5
Electronic Confiscation	1
Truancy	5
Homework	1
Lates	1

## **Appendix 6**

### **Lunchtime expectations**

We want everyone to enjoy lunchtime at the school. All learners in Years 7 - 9 and most Year 10 stay at school. All year 11 and some identified year 10 learners are allowed to go off site if they have 95% attendance, have lost less than 40 points and are wearing the correct uniform. Food bought outside the school is not allowed to be brought in unless it is a packed lunch brought from home. Space in the dining hall and hall is available for learners with a packed lunch. Numbers dining at school are such that the arrangements in the dining hall are adequate to ensure fairness and safe management.

Senior staff are on a duty rota each lunchtime. A rota of supervision is published annually for other staff volunteers. In addition a number of lunchtime supervisory assistants are employed.

### **The Dining Room Rules**

To ensure that the lunchtime is enjoyed by all, the following rules should be followed...

#### **THE RULES**

- Queue in an orderly fashion
- Be polite and courteous
- Return tray and waste
- Dispose of litter in the bins provided
- Do not take any food or drink out of the dining hall unless the picnic areas or main hall are to be used
- Remove outside coats when eating in dining areas

Following an initial warning, continued poor behaviour will lead to staff recording an OOLMB (Out Of Lesson Misbehaviour) on the system. Persistently bad behaviour will lead to the learner being excluded from the dining area for a period of a week or more, packed lunches being provided for learners on free school meals, to be taken off the premises. Appropriate arrangements will be made through the Year teams

## **Appendix 7 Home-School Agreement The Parents/Carers**

### **I/We will:**

- Ensure that my child attends Kepier regularly (95% or more), on time, properly equipped and in full Kepier uniform.
- Make Kepier aware of any concerns or problems that might affect my child's work or behaviour.
- Support Kepier policies for positive discipline and good behaviour.
  - Support my child in independent study (homework) and other opportunities for home-learning.
- Attend consultation evenings and discussions about my child's progress.
- Get to know about my child's life at the academy.

At Kepier we occasionally photograph/video learners carrying out a range of activities during the course of the school year. This helps us to promote and celebrate the good work that goes on at Kepier. Photographs/videos may be used within the school and may be published on the Kepier website, our social media profiles (e.g. Facebook or Twitter) or as part of a promotional brochure i.e. the prospectus or published in the local press.

- I agree to my child being photographed/videoed under the conditions described above.

Parent/Carer Signature \_\_\_\_\_

### **The Learner**

#### **I will:**

- Attend Kepier regularly and on time.
- Bring all the equipment I need every day.
- Wear the Kepier uniform and be tidy in appearance.
- Do all my classwork and independent study (homework) as well as I can.
- Be polite and helpful to others.
- Keep Kepier free from litter and graffiti.
- Embrace the BELIEVE ethos.

Name \_\_\_\_\_ Signature \_\_\_\_\_

### **Kepier**

#### **We will:**

- Care for your child's safety and happiness.
- Ensure that your child achieves their full potential as a valued member of our Kepier community.
- Provide a balanced curriculum and meet the individual needs of your child.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Keep you informed about general matters at Kepier and about your child's progress in particular.
- Be open and welcoming at all times.

Signatures:

Coach \_\_\_\_\_ Year Manager \_\_\_\_\_

Principal \_\_\_\_\_

## **Appendix 8**

### **ADDITIONAL CONSIDERATIONS**

#### **Behaviour when travelling to and from school (including lunchtimes)**

Behaviour when travelling to and from school should be sensible and considerate. Any complaints of misbehaviour will be investigated and parental involvement sought. Kepier has the authority to deal with anything involving our learners in the community. The full set of school sanctions up to and including exclusion can be used to deal with learner behaviour which poses a threat to another learner or member of the public, or adversely affects the reputation of the school. The school always seeks to work cooperatively and in partnership with all agencies, businesses, residents and individuals within the local community to solve problems and to ensure the good reputation of our school community; however, any complainant will be asked to involve the Police in the case of violence, vandalism or breaches of the peace.

#### **Behaviour at non-lesson times (prior to school, lesson changeover, breaktime, lunchtime and after school)**

Learners are expected to behave well whilst at school. They will:

- act safely, considerately and healthily at all times
- not fight nor encourage fighting by gathering round apparent fights or trying to instigate them
- use litter bins for any rubbish
- follow instructions from staff

Following an initial warning, bad behaviour will be logged by staff using the OOLMB (Out of Lesson Misbehaviour). Year Managers will monitor and follow up with other disciplinary procedures as required.

All staff have a responsibility to carry out duty at the duty point, dates and times notified to them by Assistant Principal responsible for the timetable.

#### **Smoking**

Kepier is a non smoking site. Smoking (including electronic cigarettes) will not be tolerated in the building or within the grounds of the school. Punishments will be given to any learner found smoking on site. Sanctions will be issued through year teams and may include: contact home, detentions, isolation, behaviour intervention strategies and loss of privileges.

#### **Learners on alternative timetables**

Learners may be placed on alternative timetables for a number of reasons: to help support a learner at risk of permanent exclusion or to support vulnerable learners who have a legitimate reasons to warrant an alternative timetable. If an alternative timetable is required year teams will contact home and negotiate this with parents/carers consent. A letter will be signed explaining that the responsibility for the time not in school is that of the parent/carer who signs the letter. In addition a risk assessment will be carried out. A copy of this letter and the risk assessment will remain within the school.

## **Appendix 9**

### **Screening, Searching and Confiscation**

#### **Property**

Learners are advised that property should be marked with the name and group. No learner should bring to school items of value without being willing to take complete responsibility for these

Chewing gum and fizzy drinks are banned and will be confiscated and eating in class is not allowed.

Property such as textbooks or exercise books on loan to learners by the school, become the learners' responsibility and loss or damage must be paid for or an adequate replacement provided. Planners are the passport to Kepier and must be brought in every day together with a bag, pen, pencil, ruler and scientific calculator.

Mobile phones, MP3 players and earphones are not allowed to be used in class at all. If seen, teachers are instructed to remove them from the learner, place them in an envelope and hand them to the school office at the end of the session. Year Managers will facilitate the return of items through parental contact. Under no circumstance should phones be switched on during lesson times.

#### **Screening and Searching Learners:**

Kepier defines prohibited items as:

- knives and weapons
- alcohol
- drugs
- illegal drugs including legal highs.
- stolen items
- tobacco, cigarette papers and electronic cigarettes
- fireworks
- pornographic material
- any item that has been or is likely to be used to commit an offence, cause personal injury or damage property
- fizzy drinks
- chewing gum

#### **Procedures**

Any learner who is suspected of having prohibited items may have their property confiscated, retained or disposed of.

Senior leaders can search learners without their consent if there are reasonable grounds for suspecting that a learner is in possession of a prohibited or banned item. The search may be of the learner's clothing, footwear or bags. Wherever possible, the search should take place in private, witnessed by another member of staff and in the learner's presence. The member of staff carrying out the search should be the same sex as the learner being searched. On an out of school activity, the group leader is authorised to search learners at that location.

The extent of the search includes a 'personal search' which requires the learner to remove any outer clothing (hats, gloves, coats, sweatshirts, boots, shoes, hooded tops but not clothes worn next to the skin). Force should not be used. The police must always be called if an 'intimate search' is required as they have legal powers. They should also be called if there are concerns that the learner may become aggressive.

Any prohibited items should be dealt with as appropriate to the circumstances. Knives, weapons, illegal drugs and stolen items will be locked away by the Principal and handed to the Police.

Learner punishment may involve detention, behaviour intervention, internal isolation, fixed or in extreme cases permanent exclusion.

Although there is no legal requirement to inform the parent /carer of a search, the school will inform parents/carers when a prohibited item has been found. A banned item that has not been disposed of or handed to Police, such as an inappropriately used mobile phone, will need to be collected by the parent/carers.

Other banned food items will be confiscated and disposed of.

## **Appendix 10**

### **SAFETY ISSUES AND ACCEPTABLE PRACTICE REGARDING SCHOOL SANCTIONS**

**Full guidance is given to staff via Safer Working Practices and Physical Restraint Guidance. However, some basic practices must be observed.**  
Power to use reasonable force or use physical contact

#### **Positive Handling Policy**

This policy should be read in conjunction with our whole school behaviour policy. At Kepier we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. However the following points should be noted.

Force is used either to control or restrain. This can range from guiding a learner to safety by the arm to more extreme circumstances such as breaking up a fight or where a learner needs to be restrained to prevent violence or injury. Reasonable adjustments will be made for learners with disabilities and learners with SEN.

Control means either passive physical contact, such as standing between learners or blocking a learner's path, or active physical contact such as leading a learner by the arm out of a classroom. Restraint means to hold back physically or to bring a learner under control. It is typically used in more extreme circumstances, for example when two learners are fighting and refuse to separate without physical intervention.

At Kepier we have 20 staff trained in de-escalation and Team Teach techniques which have been risk assessed and are subject to ongoing review. Whilst some physical injury potential can be reduced, there always remains some risk that injury may occur when two or more people engage and force is used to protect, release or restrain.

It is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the learner remains safe.

Colleagues should be aware that the use of force cannot be used as a punishment. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The Principal authorises trained staff to use reasonable force provided staff have made the judgement that they are acting in the learner's best interests and it is reasonable and proportionate. 'Reasonable in the circumstances' means using no more force than is needed.

**Reasonable force can be used in the following circumstances:**

- Remove disruptive learners from the classroom where they have refused to follow an instruction to do so
- Prevent a learner behaving in a way that disrupts a school event or a school trip or visit
- Prevent a learner leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a learner from attacking a member of staff or another pupil, or to stop a fight.
- Restrain a learner at risk of harming themselves.
- Any behaviour prejudicial to the maintenance of good order and discipline
- Within the school or among any of its learners.

**Other forms of appropriate physical contact:**

It is not illegal to touch a learner. There are occasions when physical contact other than reasonable force, with a learner is proper and necessary. For example:

- Holding the hand of a learner where appropriate
- Comforting a distressed learner
- When a pupil is being congratulated or praised
- To demonstrate a technique e.g. how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To administer first aid

In addition, reasonable force can be used to conduct searches for the following prohibited items:

- Knives and weapon
- Alcohol
- Illegal drugs including legal highs
- Stolen items
- Tobacco, electronic cigarette and cigarette papers
- Fireworks

- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

These circumstances are likely to cause resistance and a more appropriate action may be to contact the police.

When deciding what amounts to a serious incident, staff should use their professional judgement and also consider the following:

- The learner's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the learner or member of staff
- The learner's age

The following information (as a minimum) should be detailed on Facility and an accurate account of the incident should be written in the Record and Bound book kept with Mrs King.

- Name of learners involved
- The time of the incident
- The place where the incident occurred and all of the de-escalation techniques applied by the adults involved prior to any physical intervention

Where the incident has been prolonged or where considerable force has been used the following details should also be recorded:

Names of all witnesses, pupils and adults;

- Signed witness statements;
- A description of the way in which the incident developed; including de-escalation techniques
- The pupil's response;
- The reason for force being used;
- Details of the outcomes of the incident including injuries and damage.

Learners should be given the opportunity to debrief after each and **every** incident at an appropriate time. This time consideration will vary from individual to individual. The aim of this over time will be to increase the learner's emotional awareness and lead to them being more able to identify causes of anxiety **before** there is an incident, therefore enabling them to choose a calming strategy or enabling staff to remove the anxiety for them.

Staff involved in the main part of the incident should be given time to reflect on the incident in a calm atmosphere. They may also like to discuss the incident with

a senior member of staff or team teach colleague/tutor. All staff should have the opportunity to suggest alternative strategies that may be considered in future incidents and consideration should also be given to a bespoke positive handling plan for that learner.

All incidents of physical intervention will be reported to parents/carers via letter and/or telephone call home. In the event that the school feel that passing the information onto parents might lead to more harm to the learner concerned the school will follow local/school safeguarding procedures.

## **Good practice**

### **Recommended review and monitoring practice**

Following the detailed recording of a serious incident, good practice dictates that the Principal, Vice Principal or senior member of staff should:

- Read all accounts of the incident
- Interview all staff (both teaching and support) and learners who witnessed the incident
- Discuss the incident with the learner or pupils who were directly involved. It is important that learners be provided with the opportunity of giving their own version of events, particularly in cases of divergent opinion or fact, and they should be encouraged, if necessary helped, to prepare a written statement
- Ensure that parents/carers or other persons with parental responsibility (such as social workers) have been informed of all relevant facts;
- Ensure that the LEA and the Governing Body have had the incident drawn to their attention
- Ensure that all concerned are aware of their rights of complaint
- Review school policies and consider if they sense the best interest of all parties and whether alternative policies or change to the existing policy need to be considered.

## **Allegations against staff**

Allegations will always be taken seriously, and we will ensure that allegations are dealt with quickly, in a fair and consistent way, that provides effective protection for the learner and supports the person who is the subject of the allegation. However, sanctions may be taken against learners who are found to have made malicious accusations against school staff. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension must not be an automatic response when a member of staff has been accused of using excessive force. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

## **Complaints procedures**

After an incident in a school, there is always the possibility of formal complaint. A number of persons might feel aggrieved by the incident, whether they be learners, parents/carers, teachers, other employees, or even visitors to the school and members of the public. Any of these persons can lodge a complaint and expect it to be investigated diligently and fairly. Please refer to the Kepier complaints policy for further information/details.

## **References**

**Education Act 1996**

**Education and Inspections Act 2006.**

**Behaviour and Discipline inclusive of use of reasonable force in schools -**  
Sept 2012

**Use of Reasonable Force - Advice for head teachers, staff and governing bodies**  
July 2013

## Kepier Positive Handling Plan

Learner Name:	DOB:	Form:
<u>Background:</u>		
<u>Possible behaviours:</u>		
<u>Triggers or situations that may provoke difficult behaviour:</u>		
<u>Proactive Strategies:</u>		
<u>Reactive Strategy (Identified Key Staff Only)</u> <ul style="list-style-type: none"><li>• Ensure that everyone is safe</li><li>• Tell the learner what you want them to do.</li><li>• Supervise and reassure but allow space to calm down. This should be as long as it takes.</li><li>• Keep a calm face.</li><li>• Keep talk to a minimum - follow help script.</li></ul>		
<u>Help Script:</u> <ul style="list-style-type: none"><li>• I can see that something is not right</li><li>• I'm here to help</li><li>• You talk and I will listen</li><li>• Come with me and we can talk about it.</li></ul>		
Signed:		
Name and Role:		
Parent/Carer:		

## Appendix 11 SANCTIONS

The responsibility for imposing and carrying out sanctions is the individual teachers' but is limited by school policy, LA policy and by law.

The basic principle to follow is that punishment should fit the offence. No amount of or variety of punishment will itself create good discipline – good relationships will.

Corporal punishment is not allowed. **Physical chastisement is illegal and staff are advised not to physically handle any child unless they are in imminent danger of hurting themselves or another person.** The only acceptable form of physical contact with learners is judiciously to restrain in the above circumstance preferably on the Team Teach principles. Any physical intervention by staff must be reported to the Principal immediately. (See appendix 10 Positive Handling)

Teachers within the school will use detention as a sanction. This may include: any school day, or non-teaching days. If a lunchtime detention is given then sufficient time will be allowed for the purpose of eating and using the toilet. Consideration of individual circumstances will be made if the detention is likely to put the learner at risk. Although parental consent is not required for detentions, our aim is to work in partnership with parents/carers.

Kepier has introduced daily one hour detentions for those learners whose behaviour warrants a more substantial sanction. The detentions are held from 2.50pm – 3.50pm and supervised by members of the Senior Leadership Team, Department Leaders, Pastoral Leaders, Senior Year Managers and Year Managers. We will endeavour to contact parents/carers by phone or text in cases where these detentions are issued.

Extra work may be set as a punishment, but must be relevant to the learner.

The use of withdrawal of privilege as a punishment is discouraged (playing for school teams, social events, visits etc) but is allowable only with the express permission of the relevant School Leader.

### Exclusions

Exclusions will be used as a sanction for learners at Kepier. This takes account of the statutory published regulations and guidance applied from September 2012. (DfE - Exclusions from maintained schools, Academies and PRUs in England). The Principal will consider the responsibilities under the Equality Act 2010 before excluding a learner

- The Principal or acting Principal of Kepier can authorise fixed term or permanent exclusions which must be on disciplinary grounds.
- A learner may be excluded for one or more fixed periods (up to 45 days in any one year may be imposed by the Principal acting on the advice of some or all of the following – Deputy Principal, Assistant Principals, Senior Pastoral Leader and Year Manager, or permanently.
- In exceptional circumstances, a fixed term exclusion can be converted to a permanent exclusion.
- Exclusion will not be adopted without full investigation, written evidence from all parties, detailed consideration and consultation with all staff involved.
- Parents will be notified of the period of the exclusion and the reason for it. They will also be told of their rights concerning representations and their legal responsibilities to ensure their child

is not present in a public place during school hours without reasonable justification.

- Return from exclusion will normally follow a meeting with parents though learners are entitled to return to school when the period of exclusion has elapsed. Any specific conditions for return will be
- Permanent exclusions, which can only be imposed by the Principal, are a response to an unacceptably dangerous event or a last resort imposed when all else has failed. A meeting of the Governors' Pastoral Committee must be held within 15 working days to consider the case. The decision can be challenged through independent review panels which have increased access to expertise on SEN. Review panels:
  - will not be able to reinstate a learner,
  - can uphold an exclusion,
  - can recommend that the governing body reconsiders its decision,
  - can direct a governing body to reconsider its decision

## Appendix 12 Rewards

Rewarding positive attitudes to learning is important to us at Kepier.  
Current rewards in place include;

- Exceptional effort in a lesson
- Improvement in attainment in a lesson
- An exceptional piece of homework
- Being prepared to learn including: attendance, punctuality

Progress, attainment and attendance prizes will be awarded at the end of each term in the final assembly.

Learners who complete a particularly good piece of work are sent to the SLT where they are given a 'good work gonk' reward.

In addition, many departments operate their own reward schemes to motivate and reward good work.

### **Rewards System**

Kepier wants learners to build up the ability to assess their own progress and attitude to learning; and be able to identify ways to improve and take responsibility for your own learning. For those learners who do not reach **coaching report** and have **100% attendance** then you will receive the following:

End of Autumn Term – Christmas Rewards Trips  
End of Spring Term – Easter Egg  
End of Summer Terms - Rewards Vouchers

### **Year Group Awards**

Trips to Universities/Colleges.  
Eligibility to take part in some residential activities.  
Top twenty learners in Year 11 will receive a £10 prom voucher.

### **Principal Awards**

Celebration Evenings.  
Tea with the Boss.

### **Termly Attendance Awards**

Weekly Attendance Trophies.  
VIP Attendance Passes.  
Attendance Leagues.  
Termly Coaching Awards.  
Attendance League Winners Reward Trips and runners up rewards

## **Appendix 13**

### **Pastoral Care for staff accused of misconduct**

Kepier will deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the learner and at the same time supports the person who is the subject of the allegation. The framework for dealing with these matters is set out in 'Working Together to Safeguard Children: A guide to inter-agency working to promote the welfare of children' March 2010

Learners that are found to have made malicious allegations are likely to have breached school behaviour policies. Possible consequences for consideration could include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

## Appendix 14 UNIFORM EXPECTATIONS

### Uniform

All learners now wear the same uniform, which consists of the following:

- Smart, tailored black trousers (leggings and jeans are not appropriate).
- Plain white polo shirt (academy logo is optional).
- Black sweatshirt with academy logo and year colour stripe. Year 11 wear grey sweatshirts with academy logo.
- Sturdy, black leather-type shoes (Flossies, boots and trainers are strictly not permitted).
- **Skirts are not part of the school uniform.**



Learners may wear a watch and one small, plain stud in each ear. No other jewellery is allowed on health and safety grounds. Hair colour must be natural and the style must not be extreme.

An alternative item of clothing/footwear will be provided to replace any incorrect item of uniform. This must be worn for the duration of the school day and returned to the Year office at the end of lesson 7.

**Failure to follow the uniform code will result in isolation, or learners being sent home to change.**

## Appendix 15 PE UNIFORM EXPECTATIONS

P.E. kit is essential and all learners must wear the correct uniform.

- Red t-shirt with the academy logo.
- Navy tracksuit bottoms with the academy logo.
- Red hooded top with the academy logo
- Shorts (with academy logo) and sports socks are optional.
- Sports trainers (Flossies) are not acceptable



## Appendix 16 EQUIPMENT EXPECTATIONS

**Learners must bring the following essential equipment everyday:**

Planner  
Pen  
Pencil  
Ruler  
Calculator



A bag must be provided to carry all essential equipment and P.E. kit.



### What's NOT allowed



Jewellery, fashion accessories, fashion belts, hats, caps, scarves, gloves, jeans, combat trousers, canvas trousers, hareem pants, leggings, coloured socks, leg warmers, trainers, Flossies and boots.

**What is acceptable is ultimately at the discretion of the Principal.**



No Facial  
Piercings



No  
extreme



No  
extreme



No  
coloured



**Please refer to the year group standards booklets for full details.**

## Appendix 17

### KEPIER PASTORAL SUPPORT PROGRAMME PREPARATION FORM CONFIDENTIAL

Complete as much as possible before the meeting and make available for first PSP meeting

#### 1. GENERAL INFORMATION

Date of first PSP meeting .....

Name of PSP Co-ordinator (YM) .....

Name of Learner:	Name of School:
UPN:	Date of Birth:
Gender M/F:	Year Group:
Address:	Name and Address of Carer (if different from learner):
Telephone Number:	Telephone Number:
Ethnicity: <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Chinese <input type="checkbox"/> Traveller <input type="checkbox"/> Black-African <input type="checkbox"/> Indian <input type="checkbox"/> White UK <input type="checkbox"/> Black-Caribbean <input type="checkbox"/> Other European <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Black other <input type="checkbox"/> Pakistani	

#### 2. OTHER INFORMATION

**Public Care** Yes/No

If **Yes**, name of social worker .....

**Statement of SEN** Yes/No

**Date of last annual review** ..... **School Action**

**School Action Plus**

#### 3. NATURE OF CONCERN

- Rapidly deteriorating behaviour
- Risk of school failure through disaffection/non-attendance
- At least 2 fixed term exclusions (adding up to 15 days or more)
- Other (please specify)

Exclusions Fixed Term	Number	Total Number of Days	Term e.g. Spring

**4. ANALYSIS OF DATA/BEHAVIOUR LOGS.**

**WHERE IS THE BEHAVIOUR OCCURRING?**

- Classroom   
  On the bus/transport   
  On the way to school   
  Playground  
 Corridor   
  At home   
  Other, please specify   
  Dining Area

Triggers		Further Details
Specific subjects		
Specific teachers		
SEN factors		
Specific times of day		
Others (please specify)		

**Attainment at start of PSP;**

	Current Level	Target Level	Current Reading Age
English			
Maths			
Science			

**5. ANY OTHER CONTRIBUTORY FACTORS** (e.g. bereavement, family breakdown, early learning goals/experiences)

**6. OTHER SERVICES/AGENCIES INVOLVED**

- |  |  |
|--|--|
| <input type="checkbox"/> Behaviour Welfare Officer (Kepier)  | <input type="checkbox"/> Learner Referral Unit (PRU) – EOTAS |
| <input type="checkbox"/> Connexions                          | <input type="checkbox"/> Children's Services                 |
| <input type="checkbox"/> CAHMS                               | <input type="checkbox"/> Voluntary Organisations             |
| <input type="checkbox"/> Attendance Welfare Officer (Kepier) | <input type="checkbox"/> Youth and Community Service         |
| <input type="checkbox"/> Special Educational Needs           | <input type="checkbox"/> Youth Offending Team                |
| <input type="checkbox"/> Traveller Education Service         | <input type="checkbox"/> Learning Language and               |
| <input type="checkbox"/> Health Professionals                | <input type="checkbox"/> Communication Team                  |
| <input type="checkbox"/> Educational Psychologist            | <input type="checkbox"/> Other (please specify)              |
| <input type="checkbox"/> Police                              | <input type="checkbox"/>                                     |
| <input type="checkbox"/> Family Support Team                 |  |

**CONFIDENTIAL**

**PASTORAL SUPPORT PROGRAMME - INITIAL REVIEW**

Learner:	Date of Birth:	
Date of Meeting:	Statement: Yes/No	School Action /Plus
Year Group:	Disciplinary Stage:	

Parties Invited	Status(Parent/Teacher/AWO etc)	Attending (yes/no)

<b>Summary of Barriers to Learning</b>

<b>Strengths/What is going well?</b>

<b>What will help?</b>
Learner's views (to be gathered at appropriate time):
Parent's/carer's views:
School's views:
Other agencies' views:

Agreed support (Red Card, School report, Seating Plan, Key worker, BWO etc)	Who will do this?
General/Long Term Goals (e.g. Participate in .../Contribute to .../Achieve ...)	

Learner Targets – ( <i>clear, positive statements</i> ) ( <i>Small steps - attend tutor time, be polite to teachers etc.</i> )	Success Criteria	Agreed rewards

Action Points ( <i>e.g. Arrange mtg with Connexions/E.P./YOT Referral etc</i> )	Who? Responsible/By when?
Date of next meeting & Location:	Room Booking

Signed

**Learner:**

**Parent:**

**School:**

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**PASTORAL SUPPORT PROGRAMME - REVIEW 1**

Learner:	Date of Birth:	
Date of Meeting:	Statement: Yes/No	School Action /Plus
Year Group:	Disciplinary Stage:	

Parties Invited	Status(Parent/Teacher/AWO etc)	Attending (yes/no)

Summary of Barriers to Learning (review of last plan/programme)

Strengths/What is going well? (review of last plan/programme-success in meeting previous targets)

What will help? (What has helped since last meeting-any new ideas?)
Learner's views (to be gathered at appropriate time):
Parent's/carer's views: (include any changes in circumstances since last meeting)
School's views:
Other agencies' views:


Agreed support (Red Card, PSP report, Seating Plan, Key worker, BWO etc)	Who will do this?

General/Long Term Goals (e.g. Participate in .../Contribute to .../Achieve ...)

Learner Targets – ( <i>clear, positive statements</i> )	Success Criteria	Agreed rewards
( <i>Small steps - attend tutor time, be polite to teachers etc.</i> )		

Action Points (e.g. Arrange mtg with Connexions/E.P./YOT Referral etc)	Who? Responsible/By when?
Date of next meeting & Location:	Room Booking

Signed

**Learner:**

**Parent:**

**School:**

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**PASTORAL SUPPORT PROGRAMME - REVIEW 2**

Learner:	Date of Birth:
Date of Meeting:	Statement: Yes/No   School Action /Plus
Year Group:	Disciplinary Stage:

Parties Invited	Status(Parent/Teacher/AWO etc)	Attending (yes/no)

Summary of Barriers to Learning (review of last plan/programme)

Strengths/What is going well? (review of last plan/programme-success in meeting previous targets)

What will help? (What has helped since last meeting-any new ideas?)
Learner's views (to be gathered at appropriate time):
Parent's/carer's views: (include any changes in circumstances since last meeting)
School's views:

Other agencies' views:

Agreed support (Red Card, PSP report, Seating Plan, Key worker, BWO etc)	Who will do this?
General/Long Term Goals (e.g. Participate in .../Contribute to .../Achieve ...)	

Learner Targets – ( <i>clear, positive statements</i> )	Success Criteria	Agreed rewards
( <i>Small steps - attend tutor time, be polite to teachers etc.</i> )		

Action Points (e.g. Arrange mtg with Connexions/E.P./YOT Referral etc)	Who? Responsible/By when?
Date of next meeting & Location:	Room Booking

Signed

**Learner:**

**Parent:**

**School:**

## **Appendix 18**

### **Behaviour checklist for teachers**

#### **Classroom**

Know the names and roles of any adults in class.

Meet and greet learners when they come into the classroom.

Display expectations in the class - and ensure that the learners and staff know what they are.

Display the tariff of sanctions in class.

Follow the system in place, and follow through with all sanctions.

Display the tariff of rewards in class.

Follow the system in place, and follow through with all rewards.

Follow the Kepier's behaviour policy.

#### **Learners**

Know the names of learners.

Have a seating plan and a plan for learners who are likely to misbehave.

Ensure other adults in the class know the plan.

Understand learners' special needs.

#### **Teaching**

Ensure that all resources are prepared in advance.

Praise the behaviour you want to see more of.

Praise learners doing the right thing more than criticising those who are doing the wrong thing (parallel praise).

Differentiate.

Stay calm.

Have clear routines for activity transitions and for stopping the class.

Teach learners the class routines.

Do not obstruct a learner from leaving a classroom

## Parents

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

## Appendix 19 Behaviour Definitions

### PSP - Pastoral Support Plan

A PSP is a high-level school-based intervention planned to help learners better manage their behaviour by identifying clear and precise behavioural outcomes for the learner to address with the help of the school staff, parents/carers and where appropriate, outside agencies. It is aimed at learners who have had several fixed term exclusions that may eventually lead to a permanent exclusion, or who may be at risk of failure at school through disaffection or rapidly deteriorating behaviour. This may include non-attendance at school.

### Inclusion Behaviour Manager

The role of the IBM is to help manage student learning and behaviour in the Academy. The IBM will provide targeted intervention to support the social and emotional development of our learners. This may include in class support or managing learners within the Believe provision where learners may be withdrawn from their mainstream lessons.

### Strengthening Families Assessment

The Strengthening Families is a four-step process whereby practitioners can identify a child's or young person's needs early, assess those needs holistically, deliver coordinated services and review progress. SF is designed to be used when:

- A practitioner is worried about how well a child or young person is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- A child or young person, or their parent/carer, raises a concern with a practitioner
- A child's or young person's needs are unclear, or broader than the practitioner's service can address

### Believe

This provision will support our learners who experience social, emotional and mental health issues (SEMH). This will operate on a referral basis where learning and support opportunities have to be planned for. The curriculum offered will where possible mimic the learners' current timetable but there will also be opportunities built for learners to reflect on their behaviour and be coached on developing coping strategies. It will also provide a base for some of those more challenging learners to go, who have a red card.

## **Appendix 20**

### **School Counsellor**

#### What is counselling?

Few of us are able to work well when we are stressed or unhappy. The impact of distressing or difficult situations can be felt even more acutely by young people than by adults. Our experience is that young people find counselling useful in the same way as adults. Also, that they bring similar issues to counselling, with split family situation, bullying, anger and peer difficulties occurring most frequently. If children and young people are able to receive emotional support from a qualified professional they will have greater opportunity to fulfil their potential.

#### How are referrals made to the counselling service?

A referral to the counsellor may be made by Kepier pastoral staff or a young person may make a self-referral by filling in a referral form and placing it in a confidential box in the library. Counselling may be for a few sessions, or longer term. It is reviewed regularly between counsellor and young person. Counselling will take place in a small, private room during the school day. Sessions last up to fifty minutes, and appointment times are varied so that time is not lost from any one subject.

#### Is it confidential?

A key feature of the service is that information is treated confidentially. Counselling is a time when it's ok to talk about concerns without fear of them being discussed elsewhere, This can be hard for parents to accept at times, but ensuring the confidentiality of the work is crucial for establishing trust so that the young person feel confident to speak openly and freely about what is concerning them. However, if a pupil's appears to be at risk of significant harm it may be appropriate to seek help from other agencies to keep them safe. The counsellor would discuss this first with the pupil concerned.

#### What if I don't want my child to receive counselling?

If a child or young person requests counselling and is able to understand what is involved in the process, then they have the right to access counselling. Parents and carers may not deny them this right. We would, however prefer that we have your support for the work, and are always happy to talk with you about any concerns that you may have about the idea of counselling.

Our counsellor is called Sue Dodds who is a qualified counsellor. Her qualifications include an FdA and BA Hons Degree in Counselling and she has extensive qualified experience working as a RELATE counsellor. She is a member of the British Association for Counselling and Psychotherapy (MBACP) and adheres to their Ethical Framework for Good Practice in Counselling and Psychotherapy.

**Related policies:**

Equality duty policy

Equality Act 2010

Child Protection policy

Inclusion policy

Anti-bullying policy

Attendance policy

Monitoring and Evaluation policy

Teaching and Learning policy

E-Safety Policy.

Dealing with allegations of abuse against teachers and other staff

Working together to Safeguard children 2010

Guidance and regulations on exclusions from Academies, 2012, DfE

Education Act 2011

Behaviour and discipline in schools, Advice for headteachers February 2014

E-Safety Policy.

**Posters**

Attitudes to Learning

Behaviour for Learning

Rewards

Dining hall rules