	POLICY TITLE:	Relationships and Positive Behaviour for Learning
Kingsmead Academy T/A Kingsmead School		
Committee/Person Responsible for Policy:		Deputy Headteacher (Well-Being & Diversity) Well-Being & Diversity Sub-Committee
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SECTION 1 – Introduction

This policy is based on the core values of Kingsmead School. Positive relationships between staff and students built on **care** and **respect** lie at its very heart.

Similarly, to support students to show **determination** and build **aspiration**, there must be a clear, consistent, and shared understanding of what positive behaviour for learning is, and what systems are in place when students' behaviour for learning does not meet these shared expectations.

This policy aims to:

- a) Outline the key shared expectations that underpin the fostering of positive relationships between staff and students.
- b) Outline our shared expectations for positive behaviour in the classroom, and the wider school community.
- c) Outline the graduated protocols and procedures in place when behaviour(s) do not comply with our code of conduct.
- d) Outline the graduated protocols and procedures to recognise and celebrate students' efforts and achievements
- e) Outline the specific roles and responsibilities of key personnel in relation to the fostering of positive relationships and positive behaviour for learning.

This policy has been developed in consultation with staff and key stakeholders and from advice based on the following statutory documentation:

- **Behaviour in Schools** – Department for Education – September 2022
- **Searching, Screening and Confiscation** - Department for Education – September 2022
- **Equality Act 2010 – Advice for Schools** - Department for Education – June 2018
- **SEND Code of Practice** - Department for Education – April 2020
- **Use of Reasonable Force in Schools** - Department for Education – July 2013
- **Sexual Violence and Sexual Harassment Between Children in Schools and Colleges** - Department for Education – September 2021

This policy acts in conjunction with the following policies:

- Anti-Bullying Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Drugs and Substances Policy
- Exclusions Policy
- ICT & Online Safety Policy
- Restrictive Physical Intervention Policy
- SEND Policy and SEND Information Report
- Staff Code of Conduct Policy
- Student & Parent Acceptable Use Policy
- Teaching and Learning Policy

This policy is published in line with schedule one of the Education (Independent School Standards) Regulations 2014; Paragraph 7 outlining an Academy School's duty to safeguard 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 (See separate policy). This policy is available on the school's website in line with Department for Education guidelines.

SECTION 2 – Positive Relationships & Rewards

Positive relationships between students and staff are crucial in establishing positive behaviour for learning.

If students are to achieve their absolute best and thrive, the positive relationships that are made between them and staff are crucial.

All students at Kingsmead have the right to

- Feel safe, happy, cared for, and supported.
- Be treated fairly and respectfully.
- Be valued, listened to, and feel proud to be part of the school community.
- Be inspired and motivated to achieve their absolute best.
- Enjoy and participate in the wider life of the school.

These rights can be achieved by:

- Developing positive relationships with staff and other students.
- Being kind, showing care and respect.
- Being prepared and ready to learn.
- Engaging positively.
- Aspiring to do their absolute best.

To specifically foster positive relationships with staff **in the classroom** it is expected that students:

- Greet their teacher positively at the start of each lesson.
- Are silent when the teacher is addressing the class.
- Listen respectfully when others are contributing in class.
- Follow all reasonable instructions.
- Help and support others.
- Always treat everyone and the environment respectfully.

To foster positive relationships around the **wider school community**, it is expected that students:

- Always behave respectfully to all staff, students, and visitors.
- Be considerate to others, taking every opportunity to be polite and kind.
- Always use respectful language and look out for opportunities to be helpful and supportive.
- Always report any unkindness to a member of staff.

All staff at Kingsmead have the right to:

- Be respected, valued, and trusted.
- Be supported by colleagues.
- Be able to teach without distraction.
- Feel part of a team.

These rights can be achieved by:

- The development of positive relationships with students and staff.
- A clear and consistent application of policy.

To specifically foster positive relationships with students **in the classroom and around the wider school community**, it is expected that staff:

- Meet students positively as they enter the teaching space.
- During the lesson they circulate and interact with students.
- Are relentlessly positive in maintaining and restoring relationships.
- Invest in 'knowing' students.
- Model our core values.
- Manage relationships consistently, fairly and with honest professional integrity.
- Manage the 'behaviour' not the 'individual.'
- Always find opportunities to praise positive behaviour for learning.
- Notice and model positive citizenship – be courteous, kind, polite and respectful to staff and students.
- Always endeavour to be available to listen to the voice of the student.

Rewards

Kingsmead regularly celebrates the success of all students in a variety of ways to establish a positive culture in lessons and around the school. Rewarding positive attitudes to learning and good conduct in school is a vital part of supporting good behaviours for learning. We aim to notice and praise students for their positive behaviours as regularly as possible.

Staff will reward students by:

- recording positive points on ClassCharts, which can then be spent in the rewards shop and will count towards our 50+, Bronze, Silver, Gold, and Platinum Awards. Students can access their ClassCharts account online or through an app on their device to see how many points they have.
- sending letters or postcards home to inform parents/ carers of outstanding success.
- recognition in celebration assemblies for exceptional achievement or demonstration of our core values.
- awarding the Headteacher's Award or Departmental Awards.
- celebrating high levels of attendance.
- highlighting students' achievements in the newsletter and on our website or social media.
- inviting them to attend our annual Celebration of Achievement Evening or termly Rewards events.

SECTION 3 - Expectations.

The code of conduct focuses on the 5 Key Expectations of all students at Kingsmead School which embody the core values of **care, respect, determination, and aspiration.**



5 KEY EXPECTATIONS



BE SAFE



**BE RESPECTFUL,
KIND AND CARING**



**BE PREPARED &
READY TO LEARN**



**BE PROUD &
ENGAGE POSITIVELY**




**BE DETERMINED &
ASPIRE TO DO YOUR
VERY BEST**

These expectations are shared with all stakeholders, detailed for students in their planners and for parents/carers on the school website.


We want you to enjoy your time at Kingsmead and to achieve your very best.

5 KEY EXPECTATIONS




BE SAFE

- Walk calmly around the school site
- Treat the school site with care and respect
- Keep noise levels reasonable
- Eat in the correct areas & always use bins provided




BE RESPECTFUL, KIND & CARING

- Remember Silence in 3,2,1 and listen respectfully
- Follow all instructions immediately without argument
- Work in silence when asked
- Be kind, helpful and support others




BE PREPARED & READY TO LEARN

- Arrive on time to all lessons
- Bring the correct equipment
- Engage in the starter activity immediately
- Ensure phones are switched off and in your bag



BE PROUD & ENGAGE POSITIVELY

- Join in activities, clubs and events
- Wear the correct uniform with pride
- Celebrate success of yourself and others
- Be proud of being a part of Kingsmead



BE DETERMINED & ASPIRE TO DO YOUR VERY BEST

- Approach learning positively
- Ask for support if you need it
- Accept advice and praise positively
- Work hard and challenge yourself

SECTION 4 – ‘It’s not OK @ Kingsmead’.

An ethos where all staff and students feel encouraged and supported to report any concern is central to our Child Protection and Safeguarding policy and procedures.

In addition to these procedures, the ‘**It’s Not OK @ Kingsmead**’ strategy has been implemented to reinforce the importance of staff and students actively and regularly both ‘calling out’ and reporting discrimination or sexual violence/ harassment.

‘**It’s Not OK @ Kingsmead**’ reinforces the importance of a zero tolerance of behaviours that are unacceptable in our school community, namely that it is ‘Not OK’:

- To belittle people because of their interests or passions
- To use racist language or negatively comment about diverse cultures
- To use sexist language or display sexist attitudes
- To use discriminatory language/ attitudes in relation to someone's sexuality or gender identity
- To behave in any way that abuses someone sexually
- To discriminate against anyone because of their special needs or disability
- To body shame
- To discriminate against anyone because of their religious beliefs

Students and staff should be **actively** and **routinely** reminded of this through briefings, meetings, tutor times. PSHCE and school assemblies.

It's Not OK @ Kingsmead

- To belittle people because of their interests or passions
- To use racist language or negatively comment about different cultures
 - To use sexist language or display sexist attitudes
- To use discriminatory language/ attitudes in relation to someone's sexuality or gender identity
- To behave in any way that abuses someone sexually
- To discriminate against anyone because of their special needs or disability
 - To body shame
- To discriminate against anyone because of their religious beliefs

CALL IT OUT

TELL an ADULT

Contact: itsnotok@kingsmead-school.com

SECTION 5 – Graduated protocols and procedures.

Behaviour Flow Charts Levels 1 and 2

	What Happens	Class Charts Action	Flow
Level 1	<p>After 2 clear verbal warnings, in a classroom or around site, if a student is...</p> <ul style="list-style-type: none"> not safe, causes minor damage or breaks the student AUP not respectful, kind or caring not prepared or ready to learn not engaging positively not aspiring to do their best <p>See '<u>student key expectations</u>' and '<u>student AUP</u>' documents.</p>	<p>The member of staff will...</p> <ul style="list-style-type: none"> -1 Not safe, minor damage or AUP -1 Not respectful, kind or caring -1 Not prepared or ready to learn -1 Not engaging positively -1 Not aspiring to do your best <p>Record the details in notes, discuss the expectations with the student and allow the student to 'reset'.</p>	1.1
	<p>If a student...</p> <p>arrives after the lesson has started without a slip (up to 5 mins)</p>	<p>The member of staff will...</p> <ul style="list-style-type: none"> -1 Lateness <p>Discuss expectations after the lesson using 'ready to learn' positive points to reward future improvement.</p>	1.2
	<p>If 10 Level 1 incidents occur in 2 working weeks, tutor automatically notified, student reminded of expectations and parents/ carers contacted. Tutor may set up 'Attitude to Learning' CC report for 2 weeks after confirmation by HoY.</p>		
Level 2	<p>Following a level 1 negative point, if a student continues to be...</p> <ul style="list-style-type: none"> not safe, causes damage or breaks the student AUP not respectful, kind or caring not prepared or ready to learn not engaging positively not aspiring to do their best <p>See '<u>student key expectations</u>' and '<u>student AUP</u>' documents.</p>	<p>The member of staff will...</p> <ul style="list-style-type: none"> -2 Not safe, damage or AUP -2 Not respectful, kind or caring -2 Not prepared or ready to learn -2 Not engaging positively -2 Not aspiring to do your best <p>Record the details in notes, set a Class teacher/ tutor detention where the incident is classroom based and discuss the expectations with the student.</p>	2.1
	<p>If a student is...</p> <ul style="list-style-type: none"> over 5 minutes late after start of lesson without a slip 	<p>The member of staff will...</p> <ul style="list-style-type: none"> -2 Over 5 mins late <p>Mark as 'L' and the number of minutes late in SIMS, set a Class teacher detention.</p>	2.2
	<p>If a student...</p> <ul style="list-style-type: none"> has home learning that is consistently missing or poor quality 	<p>The member of staff will...</p> <ul style="list-style-type: none"> -2 Home learning <p>Set a Class teacher detention if needed</p> <p>Discuss using 'home learning' positive points to reward future improvement.</p>	2.3
	<p>If a student...</p> <ul style="list-style-type: none"> continues to use their device without permission (see document '<u>bring your own devices</u>') 	<p>The member of staff will...</p> <ul style="list-style-type: none"> -2 Mobile device confiscated <p>Take the device to finance office for safe keeping and collection.</p>	2.4
<p>If a student does not attend a Class teacher/ tutor detention, member of staff to leave detention as 'pending' and update details for a second opportunity.</p>			
<p>If a student is persistently recording level 2 behaviour points with the same staff member or fails to attend Class teacher/ tutor detention, use 'Refer to HoD' button, or tutors use 'Refer to HoY' button (see flow 3.4).</p>			

Behaviour Flow Charts – Levels 3 and 4

	What Happens	Class Charts Action	Flow
Level 3	In a classroom, if a student... <ul style="list-style-type: none"> is seriously or persistently affecting the learning or safety of others does not meet the expectations after persistent level 2 behaviour points have been issued 	The member of staff will... <ul style="list-style-type: none"> Use the 'SLT on call' button Record the details in notes. SLT to escort to retracking and SLT detention issued by team	3.1
	Around any part of site, if a student is... <ul style="list-style-type: none"> persistently not conducting themselves in a safe or sensible manner persistently not following key expectations (see document '<u>student key expectations</u>') refusing to follow an instruction smoking or vaping 	The member of staff will... <ul style="list-style-type: none"> Use the 'Refer to HoY' button for follow-up Record the details in notes. HoY to issue 'SLT Detention' via button if agreed. Further details or note linking to referral added.	3.2
	If a student... <ul style="list-style-type: none"> does not arrive to a lesson after 10 minutes, where marked as present in previous sessions leaves a classroom without permission is repeatedly late within the same week 	The member of staff will... <ul style="list-style-type: none"> Use the 'SLT out of lessons' button Record the details in notes If truancy confirmed, SLT detention will be issued by the retracking team. If persistently late, SLT detention will be issued.	3.3
	If a student... <ul style="list-style-type: none"> repeatedly receives level 1 or 2 behaviour points in a subject or across the school 	The HoD or HoY will... <ul style="list-style-type: none"> Set up an intervention <i>Examples of interventions can be found in flow 3.4</i>	3.4
Level 4	When a student... <ul style="list-style-type: none"> causes harm or bullies another student is verbally abusive to a staff member is in possession of drugs or alcohol has items likely to harm others commits sexual abuse/harassment commits identity-based abuse commits theft or vandalism commits repeated incidents of bullying has repeated level 3 incidents does not attend an SLT detention persistently truants or leaves site without permission 	SLT and/or HoY will investigate and will respond with a range of interventions, such as... <ul style="list-style-type: none"> A ½ or full day internal exclusion A fixed-term exclusion An SLT report Consider the curriculum and alternative arrangements These will be recorded and processed through SIMS including contacting parents\carers	4.1

Students can be permanently excluded for:

- persistent disruptive behaviour
- persistent violent behaviour
- sexual violence/ assault
- bringing/ using/ supplying illegal substances or weapons onto the school premises
- or a serious breach or persistent breaches of the school's behaviour policy.

The code of conduct and shared expectations are crucially important parts of this policy. Equally important is a clear and consistently applied set of protocols and procedures, understood by staff and students, which outline what happens when a student's behaviour is not in line with expectations.

The graduated protocols are designed to give opportunities for students to reflect on their behaviour and are restorative in nature.

The graduated protocols aim to identify the poor behaviour, manage a fair and reasonable consequence, and give opportunities for students to make fresh starts wherever possible.

Wherever possible, all restorative discussions/ processes will focus on modifying the behaviour of the student, rather than just punitively sanctioning.

Level 4 Behaviours

If a student is not responding positively to support at level 3, or their behaviour is persistently affecting the learning of others, SLT will review their progress and the student may be given a Fixed Term Suspension.

If a student swears at a member of staff or behaves in a way that causes harm to another student/ member of staff, they will be given a Fixed Term Suspension.

Students who repeatedly receive level 4 consequences may be at risk of permanent exclusion.

To avoid this the following considerations will be explored as appropriate:

- Using the re-engagement curriculum to re-track student.
- Consider temporary flexible timetables/ alternative provisions to re-track students
- Initiating Early Help process
- Investigating a managed transfer to another school.
- Seeking advice and guidance from Team Around the School and Inclusion Team at Somerset County Council
- Partnership work with Taunton Deane Partnership College (TDPC).

As the very last resort a student may be permanently excluded for persistent disruptive behaviour.

SECTION 6 – Serious Incidents

a) Searching Students and the involvement of the police

Incidents of a serious nature will always be investigated thoroughly by member(s) of the SLT.

This will include the taking of statements from those involved in or witness to serious incidents.

It may be necessary to search a student(s) as part of a serious investigation. If a member of staff believes a student is in possession of alcohol, drugs, weapons or other illegal items, the student will be referred to a member(s) of the SLT. A minimum of two members of staff, including at least one member of the SLT, can ask a student to hand over any suspected items.

If the student refuses to do this, a member of the SLT can search the student's belongings/ outer clothing and locker without their permission – although a member of the SLT will always endeavour to inform a parent/carer, if possible, that this is going to be done.

In any incident (other than those highlighted below) where it is considered a criminal offence may have taken place, the Headteacher will consider whether to inform the police. The Headteacher will always communicate any decision regarding this to parents/ carers wherever possible.

Incidents where this may occur include serious bullying, identity-based abuse, assault, or possession of illegal drug(s)/ weapons.

b) Sexual violence and sexual harassment between children

Sexual violence and sexual harassment between children does, on occasions, occur in schools.

Alongside our safeguarding commitment to understanding that sexual violence and sexual harassment between children 'could happen here,' we have a commitment to ensuring that all staff understand what sexual violence and harassment might look like and what to do if it is reported.

We are also committed to ensure students feel safe in reporting any incidents of sexual violence or harassment between children in or out of school, or online.

This commitment is outlined in our Child Protection and Safeguarding Policy and in part one of 'Keeping Children Safe in Education 2021'.

If staff have any concern regarding sexual violence or harassment between children, they should report it immediately to the DSL/ DDSL via 'My Concern' and in person.

If we believe a crime has been committed in relation to sexual violence or harassment between children, the police will be important partners to work with.

Where a report of rape, assault by penetration or sexual assault is made, the starting principle is that it should be referred on to the police.

Referrals to the police might be made as a natural progression from the DSL referring concerns to children's social care. Online sexual abuse should be reported via CEOP.

When an allegation of sexual violence or harassment is made it is vital that all victims are reassured, they are being taken seriously, regardless of how long it has taken for them to come forward, and they will be supported and kept safe. Victims should never be made to feel ashamed for making a report.

Any report of sexual violence or harassment either online or offline, including those that have happened outside Kingsmead will be triaged by the DSL or DDSL.

The DSL/ DDSL will consider:

- The wishes of the victims and how they wish to proceed.
- The nature of the alleged incidents – including whether a crime may have been committed.
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children
- Whether in alleged incident is a 'one off' or part of a pattern
- That sexual violence and harassment can take place within intimate personal relationships between peers
- Are there ongoing risks to the victim, other children, or school staff
- Other related issues like Child sexual exploitation or child criminal exploitation.

If the DSL/DDSLS choose to report the alleged incident to children's social care or the police, the DSL/DDSLS will need to seek advice from the relevant agency regarding how/if the alleged perpetrator will be informed.

The four scenarios following a report of alleged sexual violence or sexual harassment are outlined in detail in paragraph 76 of 'Sexual Violence and Sexual harassment between children in schools and colleges – DfE – Sept 2021'.

Schools may choose to:

- Manage the incident internally
- Initiate the Early Help process
- Refer to Children's social care
- Report to the police.

In a situation where an incident has occurred – however minor, the school has a responsibility to support the victim either within school, through early help or the support of other agencies.

SECTION 7 – Interventions

A wide range of interventions triggered by the above protocols are used in school to support students re-track their behaviour within a restorative framework. Further Interventions include:

Intervention	Strategy	Lead Staff
Report Cards	Students might be placed on a report for several reasons. Department, Attendance, Whole School, Positive report cards are available. All report cards should be shared with parents/carers for the duration of the report intervention.	Tutors, HoY/HoD, Assistant SENDCo's Assistant Headteacher: Lower/Upper School
Regular contact with parents/carers	Parents/carers are contacted via telephone calls, letters, or meetings regarding both positive and negative behaviour.	All staff
In class Teaching Assistant support	Teaching assistants (TA's) are available to provide in- class support with all learning needs including Social, Emotional and Mental Health (SEMH).	SENDCo
One to One Mentoring	Those students identified as having SEMH related needs may be allocated a Keyworker from within the SEND team. It is recognised that all students need a trusted member of staff they can speak to when the need arises	SENDCo
Group Work – Wellbeing Hub	Group based interventions are delivered to targeted students where an issue has been identified or where it is agreed an increased response from the Wellbeing Hub is needed.	Assistant Headteacher(s)
Restorative Justice	When there are incidents between students, members of staff will always endeavor to resolve using a 'restorative' model.	All staff
Parking within the Department	A student may be removed from a particular curriculum area for a set period. Re-integration back into the subject area will be subject to appropriate action planning and agreements between student and teacher.	HoD
Re-engagement Referral	A referral may be made for access to the Re-engagement centre as part of the Wellbeing Hub. This may an amended curriculum offer for an agreed period.	Assistant Headteacher(s)
Support Plan <ul style="list-style-type: none"> • SEND • Behaviour • Attendance 	An agreed action plan is set up with a TAC/F meeting. Agreed actions and targets will be set and reviewed termly.	Assistant Headteacher(s)
Early Help Assessment – access external agency support	An EHA is completed and submitted to Somerset County Council. Students may also be referred to TAS at this stage.	Assistant Headteacher(s)

SECTION 8 – Exclusions

Although clearly part of the graduated protocols, the following consequences that relate to behaviours do also aim to operate broadly with a restorative framework:

Internal Exclusions

Parents/ carers will always be informed by telephone by the Head of Year or member of SLT about an internal exclusion – and this will also be followed up in writing.

Internal Exclusions can only be issued by the Head of Year in consultation with a member of the SLT, or directly by a member of the SLT.

Internal Exclusions are led by the Re-tracking coordinator and supported by the Head of Year. Students are required to work in isolation in the Re-tracking room for a full day. Work will be provided by subject teachers for the student to complete. Students will be allowed supervised breaks throughout the day.

An important function of the internal exclusion is to enable the student to properly reflect on the incident that occurred and reflect on their choices and the consequences it has led to. The student will be encouraged to reflect on what support could be offered to avoid repetition of the incident that led to the internal exclusion. This reflection will be managed by the Re-tracking coordinator in liaison with the Head of Year.

b) Fixed Term suspensions

Fixed term suspensions can only be issued by a member of the SLT – and they will fully consult with the Headteacher before a decision regarding a fixed term suspension is made.

Incidents that lead to fixed term suspension are always investigated thoroughly, so a final decision regarding a suspension may take more than a day to resolve. However, Parents/ Carers will always be contacted by phone by a member of the SLT if a student is at risk of receiving a fixed term suspension and then when the final decision has been made.

Fixed term suspensions are usually issued for between one and five school days, but in exceptional circumstances can be for a longer period.

A formal letter will be sent to the parent/ carer on the day of the exclusion outlining the reason for the exclusion and the legal status of the exclusion/ complaint's procedure.

Our aim is to minimise levels of fixed term suspensions, and they will only be used as a last resort.

Every fixed term suspension will be followed by a re-integration meeting involving the Headteacher or a member of the SLT, The Head of Year, parent/ carer, and student where the student must agree to the terms of re-admittance.

A copy of every suspension letter is sent to the Chair of Governors and the letters indicate that.

- The Chair of Governors has been informed of the suspension

- The parent/ carer has a right to appeal against the suspension to the governing body via the Chair of Governors. The letter will advise parents/carers that if they wish to appeal, they should make known their intention within seven school days of notification.

Comprehensive details relating to fixed term suspension can be found in the exclusions policy.

c) Managed Transfers

Occasionally, all attempts to manage and support the appropriate behaviour of a student break down. In such incidences, a 'managed transfer' between Kingsmead and another local school can be explored. This would give the student an opportunity for a 'fresh start' – but is subject to a local protocol between schools and would need to be carefully considered by Kingsmead staff, the parents/ carers, and any potential new school. Local protocols ensure that any managed transfer is initially on a trial basis.

d) Permanent Exclusions

A decision to exclude a student permanently will usually be the final step in a graduated process for managing serious concerns regarding behaviour as detailed elsewhere in this document.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's relationships & positive behaviour for learning policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In exceptional circumstances permanent exclusions may be issued because of a serious single incident. Any decision to permanently exclude a student will be rooted in this policy and relate directly to the graduated protocols.

Kingsmead has a commitment to avoid permanent exclusion and works with a range of other agencies to explore alternative solutions to permanent exclusion wherever possible.

We recognise that a child or young persons 'home school' is always the best place for them but will have to sometimes concede that alternative provision – including via the route of a permanent exclusion, might be the best solution for the young person, their family/ carers, and the rest of the school community.

Parents and carers will always be fully informed if a young person is at risk of permanent exclusion. Any attempts to seek out alternative support and provision for the young person will always be done with the agreement and cooperation of the parents/ carers. Comprehensive details relating to Permanent exclusions can be found in the exclusions policy.

SECTION 9 – Roles and Responsibilities

a) The governing body

The governing body will monitor and evaluate the strategies used to develop positive relationships across the school community as well as monitoring and evaluating patterns of behaviour and the success of interventions used to improve behaviour and attitudes.

b) The Headteacher

The headteacher will ensure that this policy is strategically implemented at all levels within the school.

c) The Senior Leadership Team

The Senior Leadership Team (SLT) will ensure that this policy is widely understood and consistently implemented by all members of the school community. They are responsible for effectively communicating policy implementation and ensuring any updates/ training relevant to this policy are conducted effectively.

Members of the SLT will attend all allocation panels, consult with TDPC regarding potential partnership work and consult with other schools regarding the potential managed transfer of students. They will also oversee the effectiveness of the Re-tracking coordinator and the Re-engagement coordinator.

SLT will work closely with Heads of Year, Heads of Department, and tutors to ensure that positive relationships thrive and all aspects of the graduated protocols for learning are implemented within a restorative framework.

The SENDCo is responsible for ensuring this policy is implemented with specific focus on students with special educational needs and disabilities.

d) Heads of Year

Heads of Year are responsible for collaborating with their tutor team to maintain positive relationships within their year team and ensuring that the expectations are implemented within a restorative framework.

Heads of Year will ensure that the code of conduct/expectations are fully understood and consistently communicated within their respective year group.

Heads of year are responsible for investigating citizenship incidents within their year team not picked up by the relevant assistant headteacher.

Heads of Year are responsible to support the SLT Re-tracking Detention Rota as required.

e) All Staff

All staff are responsible for ensuring that positive relationships thrive within all areas of the school community and that graduated protocols are implemented within a restorative framework.

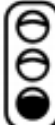





Tutors are responsible for ensuring their tutees fully understand the code of conduct/expectations and are responsible for establishing high standards regarding the quality of positive relationships and positive behaviour for learning within their tutor group.

All staff are responsible for implementing this policy within their day-to-day work, actively supporting positive relationships and behaviour for learning by fairly and consistently following the key guidance/ protocols.

Kingsmead

Achieving through Caring

OUR SHARED EXPECTATIONS

Teaching & Positive Behaviour for Learning	
SHARED START	SHARED ENGAGEMENT
<ul style="list-style-type: none"> • Students are greeted at the door and seating plans are always in place. • Lessons start promptly with a clear routine and a calm, focussed environment. • Resources and materials for the lesson are accessible and organised. • A retrieval practice starter is used in every classroom-based lesson to review and recall prior knowledge. • Students are clear on the purpose of the learning. 	<ul style="list-style-type: none"> • The call for silence in 3,2,1, thank you is used to swiftly bring the focus back to the teacher. • No hands up questioning is deliberately planned and carefully targeted to involve and stretch all students. • Instructions and explanations are made clear and specific. • Lesson time is well utilised and learning is maintained at a good pace for the full time available. • Part of the lesson is spent circulating and interacting. 
SHARED PRODUCTIVITY	SHARED FEEDBACK
<ul style="list-style-type: none"> • Careful and deliberate planning ensures every activity has purpose. • The starting point of each student is taken into account with appropriate methods of differentiation. • Planned periods of silent working are included in every classroom-based lesson. • Modelling and temporary scaffolds are used well to teach to the top. 	<ul style="list-style-type: none"> • Feedback is provided regularly and moves students' learning forward. • Understanding of the whole class is frequently and efficiently checked. • Mistakes and misconceptions are recognised and used constructively and sensitively to facilitate learning. • High standards of effort, accuracy and presentation are expected. • Positive BfL is praised frequently. 
SHARED VALUES	SHARED TRANSITIONS
<ul style="list-style-type: none"> • Relentless positivity is used to establish, maintain and restore relationships. • Knowing our students is key. • Our Core Values are modelled by all. • Relationships are managed consistently, fairly and with honest professional integrity. • The behaviour is managed and not the individual. 	<ul style="list-style-type: none"> • At the end of the lesson silence and standing behind seats are always insisted upon. • Further opportunities to praise Positive BfL are given. • A reminder about expectations is shared before leaving the room. • Small groups are dismissed with a personalised, positive goodbye. 

Learning