



1. Introduction

CTC Kingshurst Academy (“the CTC”) firmly believes that excellent behaviour leads to excellent academic progress and our behaviour management systems are designed to encourage and support excellent conduct and behaviour.

2. Modelling Positive behaviour

The Principal expects all staff to model positive behaviour. There is a basic expectation that all teachers ‘meet and greet’ their classes, remain calm, positive and show respect at all times. These visible consistencies are essential in ensuring positive behaviours are encouraged.

3. Consistency

At the CTC, we believe that consistency from all staff is the key to encouraging positive behaviour. A ‘firm but fair’ approach, consistently delivered by all staff, promotes high standards for all and is transparent.

All staff should consistently adopt a proactive, positive and assertive approach to managing behaviour. This should include high levels of positive recognition to build productive relationships with students and to engage and recognise effort.

4. Restorative Approaches (RA)

4.1 Since September 2016 we have operated Restorative Approaches.

Restorative Approaches bring those harmed by crime or conflict, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

Restorative processes give victims the chance to tell offenders the real impact of their actions, to get answers to their questions, and an apology.

Restorative Approaches hold offenders to account for what they have done, help them understand the real impact of what they’ve done, take responsibility and make amends.

The use of formal sanctions remains an integral component in supporting the restorative process; the restorative process is therefore not an ‘easy option’.

Should a student not engage with the restorative process, then formal sanctions will be utilised.

Examples include:

- Teacher – student RA meeting
- Student – student RA meeting
- Family conferences
- External agency conferences
- Community Service

4.2 All teaching and support staff have been trained to deal with issues in a restorative manner.

This has been coupled with training in PSHE so that students understand its purpose, approach and benefits. There is a basic requirement that all staff use restorative approaches when discussing through issues or concerns with student behaviour.

5. The Right Way

We encourage students to approach life at CTC in ‘The Right Way’. We expect all students to be ready, respectful and responsible. Student conduct in lessons and around the academy site should reflect this approach and will be recognised and rewarded.

CTC’s Behaviour System (Rules, Positive Recognition and Sanctions) is built around The Right Way model (see Appendix 1).

5.1 Rules

Ready

- Have correct uniform and equipment.
- Be punctual.

Respectful

- Listen to the person who is meant to be talking.
- Respect people, property and the environment.

Responsible

- Follow instructions.
- Engage with your learning.



(See Appendix 1).

5.2 Positive Recognition

5.2.1 Non-verbal:

- Smile.
- Thumbs up.
- Nod.
- ‘OK’ sign.
- Etc.

5.2.2 Verbal:

- Verbal praise (specific, targeted and genuine, e.g. ‘Thanks for offering to hand out the sheets - much appreciated’).
- Publicly celebrate positive behaviour (where appropriate).

5.2.3 Tangible: Recognition + House Points:

- Positive recognition = 1 point
- Like Postcard = 3 points
- Phone call home = 5 points
- HoF / PM reward = 10 points
- SLT reward = 20 points
- Principal's Reward = 25 points

5.2.4 Praise Postcards

Each subject teacher has access to praise postcards which can be sent to the parents/carers of students who are making excellent progress and contributing positively to lessons.

5.2.5 Like Postcards

SLT have access to 'like' postcards. They post these home to any student who is making exceptional effort and progress in lesson observations.

5.2.6 End of Academic Year Presentation Evenings

Presentation evenings across all key stages take place in the summer and autumn terms. Students are rewarded for being good citizens and for making good progress, attending well and for exemplary behaviour.

5.2.7 The Right Way Loyalty Card

Students have access to this card and a stamp. Any student can receive a stamp if they are ready to learn, showing respect and/or acting responsibly. 6 stamps leads a reward; free cake and a front of queue pass.

5.2.8 Positive Call Home

All staff are encouraged to contact home to informed parents of positive behaviour in school. Staff will log this on SIMS.

5.2.9 Attendance

There are a wide range of rewards for good and improved attendance, such as trips and a visit from an ice-cream van.

5.3 Sanctions



See Appendix 1 for details.

6 Student Support

Students who are struggling to adopt 'The Right Way' can access the following support:

- Tutor monitoring and home-school communication.
- Pastoral Manager support;
- Referral for 1:1 SEMH interventions
- SEMH Mentoring
- Hub access (ASD students only)
- Safeguarding Team
- Restorative Approaches Centre

RESTORATIVE APPROACHES CENTRE (RAC)

EMERGENCY SUPPORT

RAC PARKING

RESTORATIVE CONFERENCES

7 CTC After School Restorative Progress Meetings (R/PMs)

CTC Kingshurst Academy is a restorative school. An important part of this is ensuring that a restorative meeting is held with a member of staff following any concerns regarding a student's behaviour. This is to ensure that any unresolved issues are dealt with ready for next lesson.

Likewise, we also run progress meetings, where there are concerns about the amount of work completed in a lesson. Such progress meetings provide an immediate opportunity for those students where this may be the case to take steps to work at their target grades.

In order for our restorative and progress meetings (R/PMs) to run more effectively, from September 2017, the academy adopted 'same-day' R/PMs. This provides important, timely feedback for students and helps avoid a number of issues, such as absence. If a student receives a B3 sanction, they will be required to have their restorative meeting with the relevant member of staff at the end of that same academy day. This will be the same for progress concerns.

R/PMs are no longer than 30 minutes and may be shorter due to the nature of the event. Whilst it is not a legal requirement to have parental permission for a child to attend these meetings, working closely with our parents and carers is essential and, as such, we inform parents/carers of such a meeting both as a courtesy and to safeguard students.

8 Exclusions

8.1 Internal Exclusions

Since September 2017 CTC has facilitated Internal Exclusions (where appropriate) for Red Card Behaviours.

8.2 External Exclusions

When considering either fixed term exclusions or permanent exclusions the Principal will give full regard to the Department for Education's guidance on exclusions (Exclusion from maintained schools, Academies and pupil referral units in England). In instances of children with Special Educational Needs and Disabilities we will always take into account our statutory duties when

administering the exclusion process in line with the new legal framework surrounding children and young people. The key pieces of statute law are **the Children and Families Act 2014** and **the Equality Act 2010** and all decisions will reflect the 2015 SEND Code of Practice 2015.

9 Training

The governing body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

10 Policy Review

The Principal, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal will keep the governing body informed.

The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal and staff. The Code of Conduct will also be reviewed by Student Voice to give students a voice in it. The outcome of the review will be communicated to all those involved, as appropriate.

Appendix 1: CTC Behaviour System

CTC Kingshurst Academy

Behaviour System

RULES

Ready

- Have correct uniform and equipment.
- Be punctual.

Respectful

- Listen to the person who is meant to be talking.
- Respect people, property and the environment.

Responsible

- Follow instructions.
- Engage with your learning.



SANCTIONS AND SUPPORT SYSTEM

B1 VERBAL WARNING

- Use Indirect / Direct Redirection Techniques.
 - Non-compliance = deliver classroom consequence:
 - discreetly give the student a clear B1 (verbal warning), explaining the reason for it.
- Redirect their behaviour with a clear instruction "I need you to... thanks." Allow student 'take up time' to comply.

RA conversation to provide an opportunity for the student to make a positive choice

B2 CLASSROOM STRATEGIES

- Use Indirect / Direct Redirection techniques.
- Non-compliance = deliver classroom consequence:
- discreetly give the student a clear B2, explaining the reason for it, + choose from the following options:
 - move student to another seat near positive role models
 - move student near teacher's desk
 - support student 1:1
 - 1:1 corridor conversation
 - provide alternative task

RA conversation to provide an opportunity for the student to make a positive choice.

B3 AFTER-SCHOOL RESTORATIVE / PROGRESS MEETING (R/PM)

- Discreetly give the student a clear B3, explaining the reason for it.
- After-school R/PM set by teacher.

Arrange & attend R/PM.

B4 FACULTY PARKING

- Park student in another room (ideally within faculty).
- B3 R/PM still applies.
- If student refuses, contact Emergency Support.

Arrange & attend R/PM.

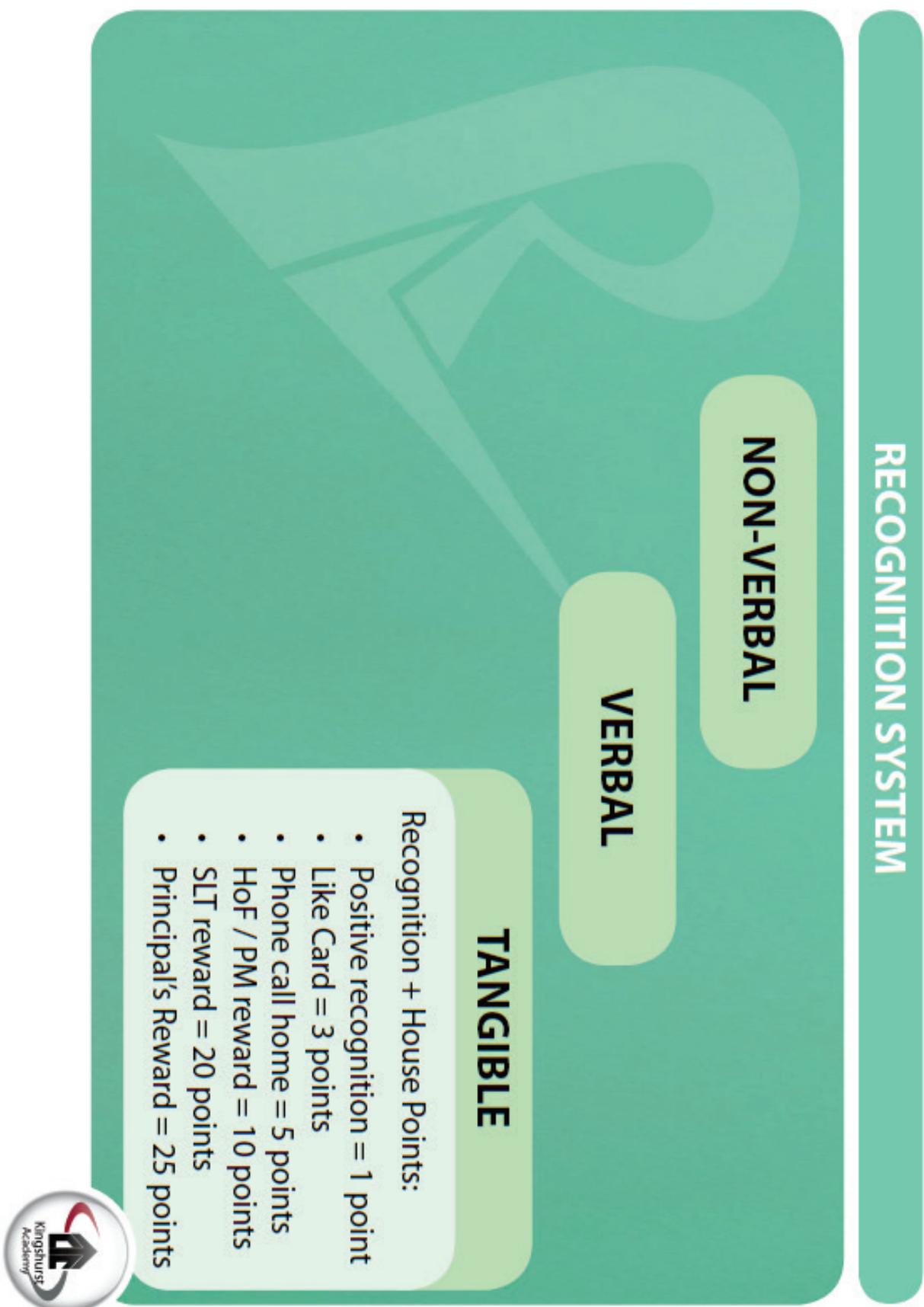
RED CARD

Contact Emergency Support

- The following behaviours will result in intervention from the Senior Leadership Team and may result in internal / external exclusion:
- Inappropriate physical contact / assault
 - Bullying / Discrimination
 - Offensive language to staff
 - Persistently truanting lessons
 - Attempting to walk off site
 - Possession of prohibited items
 - Vandalism
 - Persistent disruptive behaviour, including non-compliance
 - Inappropriate use of mobile devices
 - Stealing
 - Parents/carers contacted.

RA Conference / Intervention delivered.

CRITICAL INCIDENTS (INCLUDING 'RED CARD' BEHAVIOURS) RESULT IN IMMEDIATE ESCALATION



Policy owner: Vice Principal for Behaviour and Safeguarding.

Supported by: Assistant Vice Principal for Social, Emotional and Mental Health

Authorisation & Issue				
Action	Date	Committee/Position	Name	Signature
Approved	Sept 2017	Chair of Governors	Angela Pocock	
Issued	Sept 2017	Principal	Damon Hewson	
Annual Review	June-August 2018 (for September 2018)			