



BEHAVIOUR POLICY

Principles

The school believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. This includes behaviour on the journey to and from school and during school visits. We seek to create a caring learning environment in the school by pursuing the following objectives which apply to all members of our school community:

To Promote

- ❖ good behaviour
- ❖ self esteem
- ❖ self discipline
- ❖ positive relationships
- ❖ proper regard for authority

To Celebrate

- ❖ achievement in all areas of school life

To Ensure

- ❖ fairness of treatment for all
- ❖ consistency of response to both positive and negative behaviour

To Provide

- ❖ A positive and safe environment for all members of our school community

To Encourage

- ❖ a positive relationship with parents and carers to involve them in the implementation of the school's policy

Roles and Responsibilities

The Governors will establish in consultation the policy for the promotion of good behaviour. They will ensure that it is communicated to parents and students and expectations are clear. The Governors will support the school in maintaining high standards of behaviour.

The Senior Leadership Team will be responsible for the implementation of the policy and procedures. The Senior Leadership Team will support staff who face challenging behaviour

All the Staff (including teachers, support staff and volunteers) will be responsible for ensuring that the policy and procedures are followed and consistently applied. All staff are aware of and are working with the principles of 'Every Child Matters'. They are responsible for creating a high quality learning environment, teaching, behaviour and supporting other staff.

Basic classroom expectations will be constantly reinforced. There will be a common approach to the start and finish of all lessons. At the start of the lesson students will line up quietly, enter the classroom quietly and sit according to the teacher's seating plan, wear the correct uniform and bring the correct equipment. The teacher will be on time, take a register and have homework recorded in planners before the end of the lesson. At the end of the lesson all students will be seated before they are dismissed in a quiet orderly manner. The teacher will monitor the class on the corridor as they leave by the correct exit.

Parents/Carers will be expected to take responsibility for the behaviour of their child(ren) both inside and outside school. They will be encouraged to work in partnership with the school to help the school maintain high standards of behaviour. It is expected that parents/carers will support decisions made by school staff regarding sanctions against their child(ren). In the event that a query or complaint is not dealt with satisfactorily by staff at the school, the Governors have adopted a complaints procedure which is available on the school website.

Students will be expected to take responsibility for their own behaviour and will be made aware of school expectations. Students should report any incidents of violence, disruption or harassment to any member of staff in the first instance.

Rewards – see Rewards Policy

Sanctions

There is a hierarchal approach to applying sanctions. As members of The Kimberley School, students and their parents/carers accept that school staff may impose any sanctions including after school detention outlined in this policy if it is felt by school staff to be an appropriate response to a student's behaviour. The Headteacher or his representative will decide if an imposed sanction is fair should it be challenged. It is important, however, to note that the level of response will be influenced by a student's past history and by the seriousness of the misbehaviour. A serious incident, however, could be deemed by the Headteacher as worthy of permanent exclusion for a student with no previous exclusion history. Below are a range of acceptable sanctions which you should use at your professional discretion.

NB; sanctions in bold must be carried out at the appropriate sanction level.

Irrespective of what follows as our normal, stepped approach to sanctions, it must be noted that, if the Headteacher considers an incident to be a serious flouting of the principles outlined at the beginning of the school's behaviour policy or if there is persistent

flouting of these principles, and allowing the student to remain in school would seriously harm the educational welfare of the student or others in school, then a decision to exclude permanently may be taken.

The school will endeavour to communicate with parents over all sanctions whilst recognising that this is not always appropriate or necessary.

Level 1:

Unrecorded, student spoken to, moved seat, warned.

e.g. Low level disruption in class or lack of homework

Level 2:

Break or lunch detention at teachers' discretion. Extra work, note to parents/carers in planner.

Buddy system or after school detention

Incident slip to Head of Faculty which is then passed onto Head of House/Year 7. Tutor made aware

e.g. Repeated low level disruption in lessons and repeated issues with homework

Level 3:

Departmental after school detention (Parents/carers should note that whilst the school will endeavour to give parents/ carers advance notice this may not always be possible and attendance at after school detentions is non-negotiable.)

Removed from lesson to work with other member of staff in the department/faculty using the Buddy rota.

Put on Faculty report (white)

Incident slip to Head of Faculty which is passed on to Head of House/Year 7

e.g. Continued poor behaviour which disrupts the learning of others in lessons

Level 4:

Senior detention

This applies if students fail to attend level 3 detention

Head of Faculty to contact parents

This may lead to students being put on a behaviour modification report

e.g. Failure to attend level 3 detention or modify their previous negative behaviour

Level 5:

Pre- exclusion isolation

On report to Head of House/Head of Year 7

This may lead to a Pastoral Support Plan being drawn up by Head of House or Head of Year 7 in conjunction with Manager of Alternative Curriculum/House mentor

e.g. incidents or behaviours which are offensive, insulting, violent, anti-social or undermine the principles outlined in the beginning of this policy.

Level 6:

Period in Isolation Unit at one of other SHENK schools

e.g. Failure to modify previous unacceptable behaviour or as part of a Level 7 Fixed Term Exclusion provision package

Level 7:

Fixed Term exclusion and re-admission meeting with parents/carers at which all parties work together to set meaningful re-admission terms

On report to member of Senior Management Team for behaviour modification and support

e.g. incidents or behaviours which are offensive, insulting or violent and undermine the principles outlined in the beginning of this policy and which the Headteacher feels is sufficient to warrant a fixed term exclusion

Level 8:

Repeated Fixed Term Exclusion/s

Involvement of Governor at re-admission meeting

At this stage the Headteacher or their representative will warn that future serious misbehaviour is likely to lead to a permanent exclusion. This will be given at a re-admission meeting.

e.g. repeated incidents or behaviours which are offensive, insulting or violent and undermine the principles outlined in the beginning of this policy and which the Headteacher feels is sufficient to warrant a fixed term exclusion

Level 9:

Permanent Exclusion

When a student has received multiple exclusions or is approaching the legal limit of 45 days in an academic year the Headteacher will consider if exclusion is providing an effective sanction and may take the decision to permanently exclude.

It must be noted that if the Headteacher considers an incident to be a serious flouting of the principles outlined at the beginning of the school's behaviour policy or if there is

persistent flouting of these principles and allowing the student to remain in school would seriously harm the educational welfare of the student or others in school, then a decision to exclude permanently may be taken.

Systems Used To Combat Bad Behaviour

There always needs to be a clear message to both the student and his/her parents/carers if his/her behaviour is resulting in an escalation of sanctions being used. Students do not progress automatically through the hierarchy of sanctions. If their behaviour improves sanctions lower down the hierarchy or at the same level may be used if necessary. Similarly where specific behaviour is considerably more serious than that exhibited previously by that student he/she will experience sanctions at a much higher level than those imposed on him/her before.

e.g. Continued poor behaviour in lessons

Incidents/paperwork are/is completed and filed in the student's record.

Pre-Exclusion Unit

Guidelines for placing students in the unit must be followed when requesting student placements in the unit. All staff have been issued with referral procedures. All referrals must be approved by member of Senior Management Team. Manager of Pre-Exclusion Unit will contact home.

Detentions – see Detention Policy for details

All staff can keep students in detention but they must give parents/carers at least 24 hours notice either by notes in the student's planner or letter home.

Department/Faculty Detentions

All departments/faculties run a detention after school once a week and must as above inform parents/carers

Year 7 and House Detentions

All Houses and Year 7 run a detention once a week after school and as above must inform parents/carers

Pre-exclusion Detention

Students are placed in this detention if they have failed to attend faculty/department detentions as outlined in the Detention Policy. This will take place on Wednesday for 1 hour and students will only be placed in this detention after discussion with a member of the Senior Leadership Team. A letter will be sent home to parents/carers

Detentions will be formal and conducted in silence and supervised at all times

Students may be detained during school closure days provided 24 hours notice has been issued to parents/carers.

School Detention

This is to be issued by SLT only for serious offences e.g. smoking, defiance. The 45 minute detention will be held with the pre-exclusion detention. Home to be informed by letter as current system.

Late Detention

This is to be issued by the Attendance Officer if a child has been late for school or for any lesson more than three times in a rolling two week period. This detention is after school. Persistent lateness will result in litter picking at break and lunch. Failure to modify punctuality will result in a SHENK placement.

Exclusions

Exclusions, whether they are permanent or on a fixed period basis can only be applied by the Headteacher or in his absence his representative.

Corporal punishment is unlawful and therefore must not be used under any circumstances. Neither must any sanction be used that is designed to humiliate students.

Physical force may be used to restrain a student in exceptional circumstances in order to:

- i) intervene in the commission of a criminal offence
- ii) prevent injury to any person or to prevent damage to property
- iii) intervene where a student's behaviour is prejudicial to the maintenance of good order and discipline

In such circumstances physical intervention must be the last resort used by the member of staff and the force used must be kept to the minimum degree necessary

ANTI-BULLYING

The Kimberley School will not tolerate Bullying

We recognise that bullying may take many forms. It may:

- Be the result of verbal taunts related to a person's appearance, capabilities, interests or attitude
- Involve sexual, racial or social harassment
- Be someone trying to exert power or control over someone who is younger, less strong physically or more isolated
- Involve the form of threatening behaviour, the inflicting of physical pain or the extortion of money or favours
- Involve the use of cyber bullying to victimise, ridicule or humiliate other students

We appreciate that victims of bullying may be reluctant to talk about their concerns either to their teachers, parents or carers. To assist in breaking this barrier we will:

- Include within the Personal Social and Health Education programme a series of modules that raise students awareness of the issues and encourage people to talk about any case that they hear of

- Ask parents to alert their child's tutor if they detect any signs which could be symptomatic of bullying such as loss of interest in school, sleeplessness, bruises or scratches
- Use Peer Mentors and Senior Students with younger students so they can confide in them about bullying and other similar worries
- Brief teaching staff and midday supervisors about bullying
- Make students aware of the damaging nature of cyber bullying

Whenever we find out about an incidence of bullying, we take the situation very seriously and take action. The action taken will involve the bully, the victim and the parents/carers of both.

The circumstances of a bullying incident are investigated and the victim is given support and may be offered counselling.

The bully may also require support as it may be symptomatic of other personal problems. It is possible that sanctions will be used, ranging from detentions and some loss of privileges to fixed term or permanent exclusion depending on the severity of the incident. These will follow the school's behaviour policy.

All instances of bullying will be recorded and entered on the database, which is monitored by Heads of House, Head of Year 7 and Learning Team.

An anti-bullying report will be presented to the Governors' Pupil and Personnel sub-committee annually.

The Headteacher monitors patterns of bullying through data collected each half term.

Dated:.....

Signed: Mr A GeorgeHeadteacher

Signed: Mr A MortimerInterim Chair of Governors

Date :

Review Date: Spring 2016

Appendix 1 : Post Exclusion Reintegration strategy

Note:

This Appendix added to the Behaviour Policy by P&P Committee 14 May 2015 (Minute 69).

Following exclusion students will follow an integration programme. There will be a variety of packages offered dependant on the needs of the student and the circumstances surrounding the exclusion. These packages may follow a period of isolation at one of our SHENK schools.

Post Exclusion Re-integration Strategies

Following a period of exclusion, all students will follow a personalised re-integration programme. There will be a variety of packages used, dependent on the needs of the student and the circumstances surrounding the exclusion. These packages may also be used following a period of isolation at one of our SHNK schools.

Structure of re-integration packages

TIER 1 Exclusion (first offence)

- In most cases, students will be on an Achievement card (Red to SLT, Orange to HoH/HoY)
- In certain circumstances, the SLT present at the readmission meeting may decide an Achievement card is not required
- Whilst on Achievement card, students will report to the member of staff required at 8:40am daily, allowing the student time to get to their tutor period and show their tutor the Achievement card.
- Parents/carers will be asked to monitor the card and sign it daily.
- Students will be set mutually agreed targets following the readmission meeting. These will be specific, personalised and realistic, yet designed to modify the student's poor behaviour.
- At the end of the period of time, the member of staff concerned will decide on a future action plan; the student will either be signed off or their period on report extended.
- This progress will be communicated home by the same relevant member of staff. However if the student is on Red Achievement card to SLT, the Senior Behaviour Mentor will be asked to make this call
- All paperwork will be placed in the students personal file for future reference
- During the readmission meeting, the member of SLT present will indicate on the paperwork if a re-integration lesson is required for that student with the Senior Behaviour Mentor, which will take place during the Period 1 of the same day. The pink duplicate sheet will be given to the SBM to ensure she has all the relevant information from the re-admission meeting.
- During these re-integration sessions, the student will get the opportunity to develop a range of social skills, with a principal focus on the student accepting responsibility and concentrating on how they might change behaviour for the future. They will also set themselves personal targets, to be revisited with the SBM regularly thereafter.
- The SBM will keep copies of all documents from these sessions and any relevant information will be communicated to staff members, HoH/Y, parents where appropriate.

TIER 2 Exclusion (re-offenders)

For students who are repeat offenders, the below additional strategies will also be employed:

- Following exclusion, all re-offenders will be placed on a purple Reintegration Report to the SBM.
- The SBM will often be present and an integral part of the readmission meeting and will liaise with home more frequently.
- The SBM will order her caseload on a priority wave system, provided by inferences from exclusion and isolation data or directly through SLT. For the students under the SBM's remit, the SBM has responsibility for their behaviour, attitude and progress and will intervene as necessary.
- The SBM will visit the student in lessons several times throughout the week and will often ask subject teachers for a round robin of comments after the initial period of re-integration, to ensure positive continued progress.
- The SBM will have 1-to-1 sessions with the student, working on the development of social skills, positive behaviour and strategies for dealing with arising issues.
- A Key Worker may be assigned to the student wherever necessary.