



Striving for Excellence

Cirencester Kingshill School

Head: Christine S. Oates

BEHAVIOUR POLICY

INTRODUCTION

Our stated aim is 'striving for excellence' and positive behaviour is an essential foundation for an effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. This policy was revised in consultation with staff, pupils, parents and governors and should be read in conjunction with the school's policies on Child Protection, Anti-Bullying, Exclusions, E-safety, Knives and Weapons.

The policy includes the following sections:

- Our agreed guiding principles and values.
- A description of the rights and responsibilities of staff.
- A description of the rights and responsibilities of pupils – including a code of conduct.
- A description of the rights and responsibilities of parents.
- The use of praise and rewards.
- Classroom management strategies.
- Discipline structure.
- Sanctions to be utilised when expectations are not met.
- Education and Inspections Act 2006.
- Monitoring and evaluation of this policy.

PRINCIPLES AND VALUES

We expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community as we base our teaching and our school ethos on these values:

- All members of the school community should behave in such a way that allows teachers to teach effectively and pupils to learn effectively.
- Good behaviour should be expected and sanctions should always be applied consistently for unacceptable behaviour.
- Our inclusive ethos determines that appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils.
- All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills.
- All members of the school community should be listened and responded to.
- All members of the school community are entitled to learn in a safe, secure and purposeful environment.

- All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community in which the efforts of all are appreciated.
- Pupils and staff should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school.
- **Above all, school staff and pupils should all show respect, consideration and tolerance for one another.**

STAFF RIGHTS

All staff have the right to:

- Work in a supportive environment where they can utilise their knowledge, skills and abilities for the benefit of all students.
- Be treated with respect by all members of the school community.
- Carry on with their duties free from intimidation from any member of the school community.

STAFF RESPONSIBILITIES

- To engage all pupils of all abilities in lessons as effectively as possible – see Learning and Teaching Policy.
- To follow the agreed classroom management and behaviour strategies listed in this policy.
- To apply rewards and sanctions fairly and consistently and in accordance with school guidance.
- To model respectful behaviour in interactions with pupils and collaboration with other adults.
- To expect the highest standards of behaviour from all pupils at all times and to intervene if these are not being met.
- To be aware of and respond accordingly to all information that is issued on specific pupils' circumstances.
- To provide a supportive environment in which pupils feel valued and able to contribute to lessons.

PUPIL RIGHTS

All pupils have the right to

- be taught in environments that are safe, conducive to learning and free from disruption.
- to expect appropriate action from school staff to tackle any incidents of bullying, violence, discrimination or harassment.
- be treated fairly, equally and with respect by all members of the school community.
- be able to access a broad curriculum of lessons which feature a range of activities suitable for a range of learning styles, abilities and the range of resources available to them.
- attend lessons that are suitably resourced with materials that are relevant and modern.

- be able to access a range of extra-curricular activities.
- have their work marked according to the school's marking policy and returned within two weeks of it being handed in to the teacher (unless stated otherwise).
- be able to contribute their views to the improvement and development of the school.

PUPIL RESPONSIBILITIES:

- To treat other pupils and staff with respect, speaking politely to all members of the school community.
- To put your best effort into lessons at all times.
- To work sensibly and cooperatively with anyone and everyone.
- To be punctual to registrations and lessons.
- To allow others to learn.
- To come properly equipped to each lesson and to respect the equipment and property of the school and others.
- To contribute to classroom discussions.
- To ask questions if unsure and to further learning.
- To listen when the teacher or other pupils are talking.
- To catch up on work if you miss a lesson.
- To complete homework on time and to a good standard.
- To follow the school uniform rules.
- To put any litter in the bins provided.
- To not chew gum in school and only eat in designated areas at appropriate times.

PARENT RIGHTS

All parents have the right to

- Expect their children to be safe, secure and respected in school.
- Appeal to the head teacher / governors via the school's complaints procedure (see school website), and beyond that to the Secretary of State, if they believe that the school has exercised its disciplinary authority unreasonably.

- Be kept informed about their child's progress, including issues relating to their behaviour.
- Be listened to when complaining about the way the school has handled an issue and to receive a fair and prompt response.

PARENT RESPONSIBILITIES:

- To respect the school's behaviour policy and the disciplinary authority of school staff, including making arrangements for their child to get home from an after school detention where necessary.
- To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- To send their child to school punctually every day, suitably equipped, fed, rested and clothed according to the school's uniform policy.
- To ensure school staff are aware of any Special Educational Needs or other personal factors which may result in their child displaying behaviours outside the norm.
- To be prepared to work with the school to support their child's positive behaviour.
- To attend Parents' Evening and other meetings with school staff, if requested.
- To ensure that their child has the necessary facilities to complete homework/revision and encourage him/her to complete it to the best of his/her ability and on time.

REWARDS

Rewards, praise and encouragement are amongst the most powerful aids to teaching, maintaining high standards of work and behaviour and fostering a positive school ethos.

It is the teacher's responsibility to praise students whenever possible. This may be during lessons, when marking books or other assessments and around school. Research clearly shows that the most effective positive behaviour modification occurs when the praise to rebuke ratio is in excess of 3:1 for both learning and behaviour.

All staff should be familiar with, **and apply fairly and consistently**, the school reward system. We must try to ensure that hard working middle ability students are recognised for their efforts as equally as the high fliers or students with behaviour management or learning difficulties. Whilst each faculty its own set of rewards, the general principles are as follows:

Commendation stamps / stickers

- Given for good effort with class work, homework or excellent contributions in class.
- Commendation certificates are awarded in assembly when pupils reach 5 stamps.
- Bronze, Silver and Gold certificates are presented in each year group at Key Stage 3 as pupils reach target numbers of commendation certificates.
- Every two terms, the commendation shield is awarded to the tutor group with the most commendations. At KS4, commendations, positive referrals and postcards home should be added together for the results of the commendation shield.

Positive referrals

- Given for two or three commendation stamps or for outstanding class work, homework or exam success.
- The number of positive referrals is recorded on pupils' pastoral reports at the end of each year.
- Positive referral slips should be displayed on the tutor group notice-board each term, at the end of which pupils may take them home.

Postcards

- Given for consistent effort over a term or outstanding piece of work.
- The number of postcards is recorded on pupils' pastoral reports at the end of each year.
- NB Postcards are sent by faculties as well as the pastoral system.

Celebration events

- Each September and January pupils are told the criteria for attendance at the Celebration Events e.g. Effort grades.
- Those pupils who then achieve such high standards will be invited to a Year Group celebration event at Christmas and Easter.

Extend awards

- Certificates are awarded to pupils who regularly attend after school extra-curricular activities.
- The number of extend awards is recorded on pupils' pastoral reports at the end of each year.

100% Attendance

- Every two terms, certificates are awarded to pupils with 100% attendance.

Service to the School

- When pupils have contributed to school life above and beyond what would normally be expected, they will receive a Service to the School certificate.

'Congratulation' Letters

- These are sent at the discretion of the Head of Year for excellent / improved Progress Reports.

Awards Evening

- This event is held once a year at the end of the summer term. Faculties nominate pupils in years 7 – 10 using the categories of Outstanding Achievement, Consistent Hard Work or Significant Improvement. This acknowledges the success of about 25% of each year group.

Awards Assemblies

- These follow on from the Awards Evening with another 25 – 30% having their success celebrated.

POSITIVE STRATEGIES FOR PROMOTING GOOD BEHAVIOUR IN THE CLASSROOM

Above all, staff should follow the agreed systems of rewards and sanctions: follow-up what you say you will do. The following is not an exhaustive list, but a reminder of some of the main principles of good practice:

- **The basics of planning and organisation**
 - Be aware of individual education plan targets and the needs of individuals in the group;
 - Be on time;

- Furniture layout;
 - Groupings of pupils – use seating plans where appropriate;
 - Matching work to pupils’ abilities;
 - Pacing lessons well;
 - Make use of good questioning techniques;
 - Being enthusiastic and using humour to create a positive classroom atmosphere.
- **Have high expectations and make them clear**
 - Make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary;
 - Model the standards of courtesy that you expect from your pupils;
 - Develop an assertive presence in the classroom.
- **Apply rules, routines, sanctions and rewards consistently and fairly**
 - Give genuine praise – smile!
 - Remind pupils of previous good behaviour;
 - Tactically ignore low-level poor behaviour – catch pupils behaving well;
 - Deal with secondary issues at a later date. Loan a pen to those without, but follow this up after the lesson or as a reminder before the next lesson.
- **Use the language of mutual respect**
 - Use pupils’ names rather than referring to them in impersonal terms;
 - If appropriate, accept some responsibility for the situation and offer a new start;
 - Criticise the behaviour and not the person;
 - Use private rather than public reprimands wherever possible;
 - Give pupils responsibility.
- **Avoid over-reaction and confrontation**
 - Be aware of how you stand and your tone of voice – calm and persuasive;
 - Avoid whole group punishment which pupils see as unfair;
 - Avoid punishments which humiliate pupils by, for example, making them look ridiculous. This breeds resentment;
 - Give pupils a choice or a way out of situations;
 - Avoid physical contact;
 - Avoid making threats – state facts and make statements;
However, it should be noted that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour, under Section 93 of the Education and Inspections Act 2006.
 - Avoid confining a pupil who is determined to leave – let him or her go and follow it up later;
 - Don’t make impossible demands.

You can find other related classroom management documents on Q drive – All Staff – Behaviour information: created 2011.

SANCTIONS / RESPONSES TO MISBEHAVIOUR

Behaviour in lessons is first and foremost the responsibility of the subject teacher. More often than not misbehaviour can be dealt with without the use of sanctions but where necessary, the following

procedure should be used. It is vital that pupils are not escalated through the system too quickly; we must reserve some sanctions for the most serious of incidents.

1. Verbal warning and future consequences explained and made explicit. Please remember that repeated verbal warnings without further consequences become ineffective.
2. After another occurrence, the teacher might want to detain the pupil for an 'informal' short detention of 10 minutes at break or lunchtime. This should be written in the pupil's planner by the pupil and signed by the teacher (to avoid double booking and to serve as a reminder to the pupil). It should also be recorded on an 'in lesson' incident form and sent to HOF, tutor and HOY for information.
3. Another occurrence might warrant a longer detention. If so, the subject teacher must complete an incident form and request a faculty detention and/or a period of time in the Student Support Room.
4. A Faculty detention might be given by the HOF, if the problem persists. This involves a letter home to parents informing them of the detention. Data on detentions is reported to parents on the pastoral report at the end of the year along with commendations, positive referrals and postcards. Alternatively a letter / phone call home might be more productive but should only be done after consultation with the form tutor / HOY. An incident form should also inform tutor/ HOY of the action taken. At a later stage a School Detention may be deemed appropriate and/or a period of time in the Student Support Room.
5. If there remains an issue, then the HOF might choose to put the pupil on a Faculty Report (see Q drive / All Staff / Behaviour Strategies) for a fixed period. During this time both the subject teacher and the pupil report on each lesson; the report is monitored by the HOF.
6. If required an after school senior detention may be set. HOF/HOY will arrange this, sending a letter home and completing an incident form.
7. In more serious cases a fixed period of withdrawal from that subject might be negotiated with the Inclusion Team. At the end of that period a meeting would be convened to set the ground rules once more. Further monitoring may be deemed necessary.
8. The Form Tutor / HOY will be monitoring whether cross-curricular patterns are emerging and intervening as appropriate.
9. If a pupil has to be removed from a lesson, then in the first instance this should be to the HOF who may well keep the pupil at the back of his/ her classroom. On occasions, the Student Support Room might be used by the HOF / HOY. Subject teachers should not independently send pupils to SSR – see below:

On Call / SSR Protocols

Classroom Teacher

A pupil should only be removed from your class using 'on call' as a last resort and if the behaviour is such that the lesson would be unable to continue properly with the pupil remaining in the class.

Such behaviour might include:

- Unresolvable friction with another pupil.
- Extreme rudeness to a member of staff.

Most other forms of misbehaviour should be dealt with at the end of the lesson.

Additional points:

- Pupils should not be sent to stand outside classrooms for more than 5 minutes.
- At no time should a classroom teacher send a pupil to SSR without prior arrangement.

- If possible, faculties (or clusters of faculties) should draw up a 'shadow timetable' indicating where pupils could be relocated to in extreme cases, before using 'on call'.
- If 'on call' is used, an incident slip should be completed by the classroom teacher, indicating what action is to be taken.

Staff 'on call'

When called to remove a pupil from a lesson, you should:

- Get a brief description from the subject teacher of the misdemeanour.
- Keep the pupil with you for the remainder of the lesson (this should nearly always be possible).
- Ask the pupil to write a statement explaining why they have been removed – this should then be passed to the HoF (if this is not possible, you should still notify the HoF that day). It is not the responsibility of the person on call to set the punishment for the pupil.
- Fill on a green 'on call' slip and pass to the SEN admin assistant for internal record keeping.

Pupils should only be taken to SSR if:

- You have more than one pupil 'on call'.
- The incident is sufficiently serious to warrant them remaining in SSR for longer than that lesson e.g. offensive language or actions towards a member of staff or physical aggression to another pupil. In these cases, relevant HoY/SLT should be informed as soon as possible.

Sanctions for specific misdemeanours:

Smoking

- Stage 1: Lunchtime in SSR and phone call home
 Stage 2: Senior detention and phone call home
 Stage 3: x2 lunchtimes in SSR and phone call home and a senior detention
 Stage 4: x5 lunchtimes in SSR and parents called into school
 Further incidents are likely to result in a period of fixed term exclusion.

Late to lessons

3 occasions of this leads to stage 1 being implemented. This should be reset to 0 at the start of each term. A further x3 occasions leads to stage 2. At each stage, an incident form should be completed; it is important that staff keep accurate records in order to be fair and consistent.

- Stage 1: Kept in for 10 minutes at break or lunchtime by classroom teacher
 Stage 2: Faculty detention
 Stage 3: Senior detention set by HoF

Books and equipment

- For pens and pencils, hand out spare equipment.
- For exercise books / text books follow same guidelines as late to lessons.

Chewing gum

Pupils caught chewing gum should be moved through these stages:

- Stage 1: Verbal warning – note in planner
- Stage 2: Kept in for 10 minutes at break or lunch by classroom teacher
- Stage 3: (ie caught a second time) – Faculty detention
- Stage 4: Lower / upper school detention

Out of class behaviour is the remit of every member of staff throughout the school day and at all times during school visits. **Every member of staff is expected to take action when inappropriate behaviour is seen.** This may be a low key gentle ‘word’/ reminder, but for more persistent and more serious incidents, where further action is necessary, then an incident form should be completed and forwarded to tutor and HOY immediately. The HOY will determine what sanction should be used.

Serious misbehaviour such as using offensive language or actions towards a member of staff or physical aggression should be reported IMMEDIATELY to HOY / SLT.

SCHOOL BEHAVIOUR STAGES:

The following table provides an overview of the school’s practice for ensuring that pupils are given every opportunity to improve their behaviour in order to succeed, whilst at the same time making the next steps clear if an improvement does not take place.

STAGE	LIKELY CRITERIA / ACTION
Faculties	Persistent (low-level) disruption limited to one area dealt with by HoFs – see sanctions.
Pastoral Stage 1	<ul style="list-style-type: none"> • Tutors receive 3 referral slips from different subjects within a term. • Targets set and monitored by Tutor/HoY. • Parents informed and involved.
	INSUFFICIENT IMPROVEMENT WITHIN SET TIME PERIOD
School Aware	<ul style="list-style-type: none"> • Frequently affecting others’ and own learning. • Use of SSR for withdrawal/intervention work. • Regular monitoring by HoY (e.g. on report for first 2 weeks of every term).
School Action	<ul style="list-style-type: none"> • Pupil presents persistent emotional/behavioural difficulties which are not ameliorated by the behaviour management strategies previously used. • A fixed term exclusion. • Longer term withdrawal/intervention work in SSR. • School IBP. • Monitored/mentored by CPA/DCH/DCO/GCA/LLOO. • Possible referral to Ed Psych or other external agency.
School Action Plus	<ul style="list-style-type: none"> • Pupil presents emotional/behavioural difficulties which substantially and regularly interfere with the child’s own learning or that of the group, despite the School Action IBP. • Typically 2+ fixed term exclusions in a school year. • Pastoral Support Plan, involving LA AEO. • External support (e.g. Ed Psych, CAMHS) involved on a regular and frequent basis. • Monitored/mentored by CPA/DCH/DCO/GCA/LLO.

Individual Behaviour Plan (IBP)

An IBP will automatically be set up in a meeting with parents if a pupil has had a fixed term exclusion or if a pupil is moved from School Aware to School Action following a prolonged period of concern. Plan will be circulated to all staff and targets reviewed in a tick box format after 8 and then 16 weeks.

Failure to make sufficient progress while on the IBP would be likely to result in a Pastoral Support Plan.

EDUCATION AND INSPECTIONS ACT 2006

Following the enactment of the Education and Inspections Act 2006 there have been significant changes to the power of schools to discipline pupils:

Key Points

Expectations for positive behaviour off the school site

At Cirencester Kingshill School we have high expectations of the behaviour of our pupils when off school premises. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

To that extent, the school has the right to act:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses.
- To secure behaviour which does not threaten the health or safety of pupils, staff or members of the public.
- To provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school.
- To provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

In addition, the use of defamatory or intimidating messages / images (electronic or otherwise) inside or outside of school will not be tolerated and disciplinary sanctions are likely to be applied to perpetrators as appropriate.

Abuse or intimidation of staff outside school

Cirencester Kingshill School will not tolerate abuse or intimidation of staff by pupils when not on the school site, and when not under the lawful control or charge of a member of staff of the school. The school has the right to apply disciplinary sanctions as appropriate at a suitable time when the pupil is in school.

Confiscation

All adults employed by the school have the right to confiscate the following items: mobile phones, personal music players, inappropriate items of jewellery or clothing (such as a cap or a cardigan). **NB: Mobile phones and personal music players are to be switched off and out of sight during the school day. Pupils will have the item confiscated and will receive a detention if they are seen by staff.**

It should also be noted that it is not appropriate for staff to have their mobile phones switched on whilst they are teaching.

Such items must be returned at the end of the school day, or longer if parents are informed. Valuable items should be stored opposite the finance office.

Exceptions to the above include material that is inappropriate or illegal for a child to have such as cigarette lighter, racist or pornographic material. This material should be referred to the relevant Head of Year who will decide on the most appropriate action to take, followed by a letter to parents / carers confirming the reasons for such action.

A pupil might reasonably be asked to turn out their pockets or to hand over an item such as a personal music player that is causing disruption, and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate.

It should be noted that, while confiscation of a mobile phone is legitimate if reasonably and appropriately done so, searching through a phone or accessing text messages without the pupil's permission is not. In some circumstances it may be reasonable for a member of staff to ask a pupil to reveal a message for the purpose of establishing whether cyberbullying has occurred, for instance, but if the pupil refuses then the member of staff should not enforce the instruction. The staff member can, however, legitimately issue a disciplinary penalty for failure to follow a reasonable instruction if appropriate.

Headteachers, and staff they authorise, now have the power to search pupils without consent where there are reasonable grounds for suspecting that a pupil has a knife or other weapon (Section 550AA, Education Act 1996: inserted by Section 45, Violent Crime Reduction Act 2006). However, at Kingshill, we regard this power to be the duty of the police who would be called in the event of a pupil's refusal to cooperate.

Detentions

In school detentions

- For minor offences, pupils can be detained for a maximum of 10 minutes at breaktime or lunchtime by subject staff.
- If pupils are to be detained for the whole of their lunchtime, arrangements should be made for them to have their lunch and such a detention would usually take place in the Student Support Room by prior agreement.

After school detentions

Detentions are lawful if:

- pupils and parents have been informed that the school uses detentions as a sanction; and

- the school gives parents 24 hours' notice of detentions outside school sessions.

After school detentions will last for 30 minutes (Lower / Upper School and Faculty) or an hour (Senior).

MONITORING AND EVALUATION

Monitoring of the policy will be by regular discussions about behaviour at School Council, Middle and Senior Leaders' meetings and Governors' meetings when appropriate.

Evaluation of the policy will include analysis of data including:
Permanent and Fixed-term exclusions (see Exclusions Policy)
SSR and Inclusion room figures

The policy will be reviewed annually.

Reviewed by C Patrick _____ January 2011 _____ (Date)

Adopted by Governors _____ (Date)

Review date _____ January 2012 _____