

POLICY

Student Behaviour & Rewards

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Policy Owner:	Assistant Headteacher: Student Welfare

The King's has a pivotal role to play in every student's spiritual, moral, social and cultural development. Through our mission to ensure that every student learns with truth and love, we ensure that we support each student through the promotion of the Christian values of justice, grace, trust, thankfulness, aspiration and celebration (as identified, by students, staff and governors). This mission and these values underpin this policy and its related practices.

STUDENT BEHAVIOUR

Introduction

The Policy¹ has been designed to promote these values and to develop a positive working relationship between all members of the school community. It aims to protect the dignity of staff and students as well as promoting restorative processes. The policy will support our commitment to becoming a Rights Respecting School and to our teaching of the United Nations Convention on the Rights of the Child (Article 28: the right to an education; and Article 12: respect for the view of the child).

Objectives

- To define simply and clearly which aspects of behaviour are expected and which aspects are unacceptable;
- To establish the principle of respect from all;
- To develop consistency of practice;
- To establish a clear shared end easily understood system of rewards and sanctions.
- To establish a school culture which, as far as possible, facilitates discussion and review of behaviour between staff and students within the restorative process;
- To ensure that behaviour incidents are recorded and reviewed to ensure fairness and consistency, and to signpost intervention;
- To establish as far as possible a no-shouting culture in which consequences are applied impersonally, in a consistently applied stepped manner.

Preparation for learning

It is vital that students arrive at lessons ready to engage with their learning. They are to enter the room, stand behind their chair and set out their equipment until asked to sit by the teacher. If the Head teacher enters the room, students are to stand in silence.

The table below identifies the minimum expectations and the consequences faced by students if they are not met.

Expectations	Consequences of not meeting expectations
All students are to be in the Tutor Class by 8.40am. They will be deemed late if they arrive more than three minutes after the start of any lesson	Tutors to record minutes late on SIMS Punctuality detention if late before school on a Monday at 8:10am. (cumulative, ie if they were 12 minutes late through the previous week, the detention would start at 7:50am).
All students are to have full uniform worn correctly. All students are to go to every class with a bag, planner and stocked pencil case. For Maths lessons they will need a calculator and angle measurer.	Uniform and equipment will be checked by the SLT during Tutor time. Lunchtime detentions will be issued for a lack of equipment; incorrect uniform will result in isolation in room 25.

¹ The policy has been produced using guidance from "Behaviour and discipline in schools, Advice for Headteachers and School Staff, February 2014", issued by the DfE.

The Classroom Behaviour System

The purpose of the system is to provide a stepped sequence of sanctions. Students will progress through the system unless they respond positively:

	Action	Sanction	Record
C1	First Warning	None	
C2	Second Warning Planner taken	None	
C3	Sent out for reflection	Note in planner Change in seat if appropriate	Staff to record on SIMS
C4	Detention issued	Detention issued and run by subject teacher	Detention Form completed and sent to APU by teacher and note to be written in planner Details to be recorded in SIMS by APU If 30-minute detention not served, moved to 45 min Faculty Detention on Thursday, then on to SLT detention on Friday.
C5	APU contacted. Student to be seen by APU staff of SLT who will make judgement or next course of action	Previous sanctions apply with possible internal exclusion for a period to be decided APU or SLT	Incident Form completed and sent to APU by teacher and note to be written in planner Details to be recorded in SIMS by APU

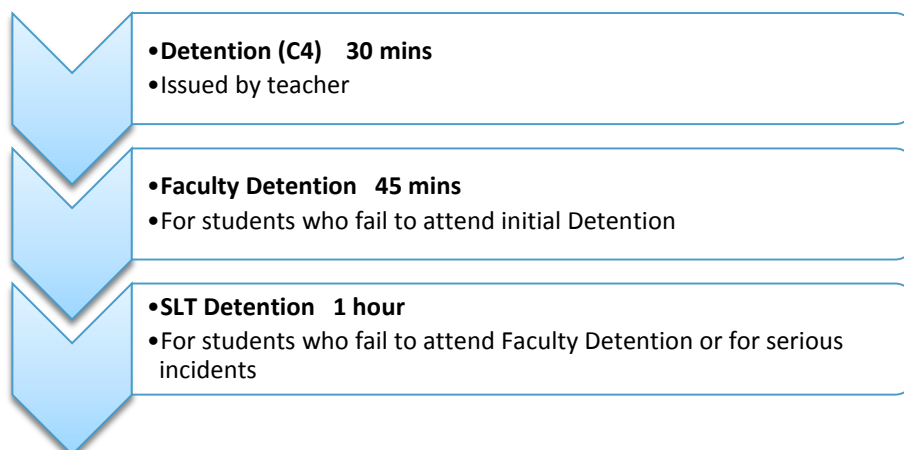
Certain behaviour results in **immediate exit from class**. These behaviours include serious incidents such as:

- Foul, homophobic or racist language
- Disrespect towards staff or students
- Refusal to act upon reasonable requests from staff
- Use of a banned item
- Refusal to agree to confiscation of banned item

Although the consequence for a lack of homework or a book for Accelerated Reader is a detention (following the flowchart system below, it must be noted that this is not a C4 sanction (this is coded as an HW or an AR sanction).

Students who do not attend school in the correct, full school uniform (including the wearing of a blazer and school shoes) will receive a C5 sanction.

Detention System



Restoring relationships after incidence of unacceptable behaviour

If the student is exited from class they will be asked to fill in the restorative questionnaire (refer to Appendix One) in which they reflect and give their opinion of their actions. At the end of the lesson they return to the class teacher who gives his/her view and the form is given to the Head or Deputy Head of Faculty. The incident is discussed and a decision is taken on the next step which may be a sanction or, should there be a reasonable explanation for the behaviour, a fresh start from the next lesson.

Responding to serious incidents or persistent disruptive behaviour

Removal from class

Peoples who are persistently disruptive are sent to the inclusion room at C5 to continue with their class work in silence.

A one hour after-school detention is automatically issued once a student has been sent to the inclusion room. The student is given a restorative sheet to complete at home to help him/her review the incident. This must be brought back to the class teacher the following morning at form period. This is reviewed by the teacher, and the Head or Deputy Head of Faculty.

Internal exclusion

It is the policy of The King's to avoid exclusion from school wherever possible. When a student's behaviour warrants a serious sanction the student will be internally excluded. When students are internally excluded, they work in silence in the Inclusion Room for an agreed period of time and complete written sanctions and classwork sent by the class teacher, which is then returned and marked. Students in an internal exclusion usually have an extended school day that lasts until 4.15. Parents are informed prior to students been formally internally excluded.

Where students refuse to work in the internal exclusion room we have no choice other than to impose a fixed period exclusion (usually the rest of that day) and insist on the internal exclusion taking place after a parental interview.

Exclusion from school

The school reserves the right, where necessary to exclude students from school. This can be for a fixed period, or permanently, in line with the guidelines laid out in the 2006 Education and Inspections Act and amended in September 2012.

The school also reserves the right under the act to issue a fixed penalty notice to parents or carers of excluded students if the student is seen in a public place during school hours.

Reviewing exclusion

Students who are excluded repeatedly are referred to the **Referral Meeting** and interventions are discussed. Where the issue is with the same teacher a **Restorative Meeting** is arranged. Exclusion data is produced and reviewed half-termly.) A Referral Meeting is held where a student has been repeatedly excluded (parents/carers, the student, the Behaviour Manager and another member of staff will be in attendance). A Restorative Meeting is a meeting held between a member of staff and the student, facilitated by the Behaviour Manager.

If a student is in danger of being permanently excluded a Governors' Review will be initiated.

Banned items searching students confiscation

The Headteacher and authorised staff may search for (and if necessary seize) items which are designated as banned by the school. These items are as follows:

- Knives weapons
- BB guns
- Illegal drugs
- Alcohol
- Stolen items
- Pornographic images
- Cigarettes, tobacco and cigarette papers
- Lighters, matches and other flammables
- Fireworks
- E-cigarettes
- High Energy Drinks
- Any item that number staff recently feels has been or is likely to be used to commit an offence or cause personal injury or damage to the property of any person including the student

They can also seize any prohibited item however found which they consider harmful detriment of the school discipline. These include - but are not limited to - phones, MP3 players or similar, iPods, iPads, consoles, headphones, make up, lasers and lighters.

Schools' general power to discipline, as set out in Section 91 of the Education Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of the student's property as a disciplinary penalty, where reasonable to do so.

If students have their phones on during the day to receive text messages or any other form of communication, we will, confiscate their phones and retain them until the end of the day.

Parents should not contact students nor should students contact their parents during the day. In an emergency School Office Staff will take a message to the student immediately. If students do need to use their phones in an emergency, they can make the call from the APU Office.

Use reasonable force / physical restraint

All staff have legal powers to use reasonable force or physical restraint as outlined in the 2006 Education Act amended in 2012. These powers will be exercised in line with the most up-to-date advice from the DFE. This may include passive force such as blocking a student's path or active force such as guiding a student out of the class by the arm. Restraint is to hold back a student physically or to bring at people under control. The School reserves the rights of our staff to use such powers but insist that they only be used as a last resort.

Malicious accusations

In the event of a student(s) making allegations that they know to be untrue against the member of staff, intended to cause harm to the career and/or health of that member of staff, they will be excluded from school for a fixed term pending investigation and their place at the school reviewed with the possibility of permanent exclusion. Should the allegations be made by parent(s) or carer(s), the school will seek to take action within the full extent of the law.

Responsibilities

- **The Behaviour Manager and SLT** have overall responsibility for the implementation of the Behaviour Policy.

- **All staff** are responsible for being familiar with the policy and their responsibilities for developing positive behaviour for learning.
- **Heads of Faculty and Deputy Heads of Faculty** are responsible for monitoring and acting upon behaviour incidents within the department.
- **The Behaviour Manager** is responsible for coordinating the response to behaviour incidents.
- **The Headteacher** is responsible for all decisions relating to exclusions following from incidents of poor behaviour.

Monitoring Evaluation and Review

- The Behaviour Manager and SLT has overall responsibility for monitoring all aspects of the Student Discipline Policy
- The Extended Leadership Team will conduct an evaluation of the policy during or before March 2017. This evaluation will have regard to
 - Analysis of the records of behaviour incidents
 - Consideration of feedback from parents, students and staff
 - Analysis of data on the use of classroom exits and exclusions

On the basis of this evaluation, the ELT will propose any amendments of this policy to the governing body who will, in any event, review the policy before March 2017

STUDENT REWARDS

Aim

The Policy has been designed to promote these values and develop a positive working relationship between all members of the school community. It aims to protect the dignity of staff and students as well as promoting restorative processes. The policy will support our commitment to becoming a Rights Respecting School and our teaching of the United Nations Convention on the Rights of the Child, Article 28- the right to an education and Article 12 – respect for the view of the child. This policy has been designed to reward students for the following:

- Attendance
 - Better than expected attendance
 - Improved attendance
- Better than expected progress
- Contribution to school life
- Positive learning behaviours
- Reading
- Exceptional behaviour
- Inter-chapter competitions

Objectives

- To establish the principle of respect from all.
- To develop consistency of practice.
- To establish a clear shared end easily understood system of rewards.

Chapter system

Our chapter system is a vehicle for rewards and also allows for inter-chapter competition across the year groups. There are four chapters:

- **Matthew**
- **Mark**
- **Luke**
- **John**

Each tutor group in each year group (Y7 through to Sixth Form) is equally divided across the four chapters. This also allows for inter-chapter competition in tutor time.

Recording of points

It will be possible to monitor the number of points awarded to each student in each category – the code for each is shown in brackets below. This will be used to monitor the number of points issued in each category for students.

Attendance (APs)

The school's attendance target for all students of compulsory school age is 97%. On a weekly basis the following will be awarded on a Friday afternoon by the Attendance Officer:

- 10 CP to each student whose overall attendance is 100% for the week;
- 5 CP to each student in any tutor group whose attendance is 97%+;
- 5 CP to each student in the school whose attendance is 97%+ (with no lates);
- 3 CP to each student in any tutor group whose attendance represents an improvement from the previous week;
- 3 CP to each student whose attendance represents an improvement from the previous week (with no lates).

Furthermore, in the final week of each half term, 100 CP will be added to the chapter with the greatest overall attendance, 50 CP will be added to any chapter whose attendance has improved, based on the previous half-term's figures.

At the end of the academic year, the chapter with the greatest attendance will be rewarded with an afternoon 'chapter party' in the final week of school.

Progress (PPs)

In line with the school's teaching and learning policy, stickers will be rewarded with chapter points. This will be done at each data entry point in the year.

- Cool blue – 5 CP
- Red – 4 CP
- Amber – 3 CP
- Green – 2 CP
- NO STICKER = below expected progress – 0 CP

During the week of each data entry, students will be issued with a PPs collection sheet; they will be expected to count their points for each lesson and get them verified by their subject teachers (to be spot-checked) and then passed to tutors. Tutors will then pass the sheets to the Student Welfare Officer, who will enter the points onto SIMS.

Contribution to school life (CSLPs)

Students will be awarded chapter points for their involvement in the life of the school as below:

- Active participation (leading) in collective worship – 5 CSLP
- 100% attendance at an extra-curricular activity for a half-term – 10 CSLP
- Representation of the school at a sports fixture – 2 CSLP
- Representation of the school at an arts event – 2 CSLP
- Supporting at a primary school event – 2 CSLP
- Peer-mentoring – 1 CSLP per occasion

These points will be awarded at the time through a yellow Contribution to School Life slip and will be passed to the Welfare Support Manager for logging on the system.

Positive learning behaviours (PLBs)

Each of the learning behaviours which are recorded in student planners are to be signed appropriately by staff (no more than one signature at a time) – each half-term a colour will be designated for staff signatures. Tutors will collect the numbers for each learning behavior on a half-termly basis and enter the numbers into SIMS in a designated week. Each signature is worth 1 CP.

Reading (RPs)

In order to reward students for their progress with Accelerated Reader, each half-term, there will be a bonus of 20 CP to any student who has read and been tested on at least 2 books. These points will be awarded by the Accelerated Reader coordinator.

Exceptional behavior (EBPs)

Although expected behavior will not be rewarded, students will be awarded one-off half-termly chapter points as follows:

- No behaviour comments on SIMS and no detentions – 10 CP
- An improvement from the previous half-term – 5 CP

The Welfare Support Manager will collate the EBP information and share it with the Behaviour Manager for awarding on a half-termly basis.

Inter-chapter competitions (ICPs)

Students will be awarded 5 CP each for participating in any inter-chapter competition. There will be a bonus for the chapters as follows:

- First place – 100 CP
- Second place – 75 CP
- Third place – 50 CP
- Fourth place – 25 CP

The member of staff coordinating any inter-chapter event will need to complete a blue slip detailing the names of all students involved in order for the Student Welfare Manager to log the points as necessary.

Praise Postcard Points (PrPs)

Every week, each member of staff will send two praise postcards. These are to be passed to the Progress Manager, who will allocate the points on a weekly basis. Each praise postcard will be rewarded with 10 CP.

Awards Evening

There will be an unveiling of the winning chapter at Awards Evening. The winning chapter will be rewarded with a chapter party on the penultimate day of term. The student with the most chapter points in the year will be able to choose the charity which will benefit from the non-uniform day on the final day of the summer term. Furthermore, the top 3 chapter point holders will receive awards at awards evening. Additionally, the student in each chapter (Y7-10) with the most points will be rewarded with a tablet. The student in Y11 with the most points and the student in KS5 with the most points will also win a tablet. The 'close date' for the accumulation of chapter points towards the awards will be 1st June.

Eligibility for the Rewards Trip

Students will be eligible for the rewards trip if they meet all of the following criteria:

- Attendance 97%+ (with no more than 2 lates all year)
- Progress points greater than 850 CP
- At least 20 CP for Contribution to School Life
- No more than 5 sanctions recorded through SIMS

For Y11, instead of being eligible for a rewards trip, students will be eligible for a £10 subsidy for their prom place.