

POLICY

Behaviour for Learning

Date of approval by governing body:	Adopted pending approval Spring 2018
Review date:	Spring 2019
Policy Owner:	Assistant Head: Inclusion

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.

Preamble

This policy has been designed to promote key 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.

Objectives

- To define simply and clearly which aspects of behaviour are expected and which aspects are unacceptable;
- To develop consistency of practice;
- To establish a clear shared and easily understood system of 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 create a school culture of mutual respect and positive relationships;
- To ensure that behaviour incidents are recorded and reviewed to ensure fairness and consistency, and to signpost intervention;
- To ensure a caring and safe environment that is free from disruption, violence, bullying and any form of harassment.

Preparation for learning

It is vital that students arrive at lessons ready to engage with their learning. They are to enter the room and prepare their equipment on the desk ready for learning. It is expected that all students should have the minimum of a pen, pencil, rubber and ruler for each lesson. All students should have their student planner in every lesson and this should be placed on the desk at the start of the lesson.

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 on site by 08.35am and in their classroom for the lesson to start by 08.40am.	Students signing in later than 08.40am will be issued a C1 sanction by classroom teachers. For students who are persistently late, a referral will be made to the Attendance Manager and if necessary Education Welfare.
For lessons, students will be deemed late if they arrive more than three minutes after the start of any lesson.	Minutes late should be entered on SIMS by the class teacher. Students issued C1 sanction by the classroom teacher.
All students are to have full uniform worn correctly.	Uniform is checked by all staff. Serious or persistent uniform infringements will gain a SRI sanction.
All students are to go to every class with a bag, homework diary and writing equipment (pen, pencil, eraser and ruler). Most lessons (especially Maths and Science) students will need a calculator.	Students who are not equipped for lessons will be issued with a behaviour point. Detentions for equipment are monitored and issued by the student's form teacher.

The Behaviour Consequence System

The purpose of the system is to provide a stepped sequence of sanctions (students can receive an SRI without a C1/C2 if required). Students will progress through the system unless they respond positively:

Behaviour Consequence System

First Warning	Verbal Warning issued to student	No sanction	Not recorded	Example: any off task behaviour, e.g. turning around
Formal Warning	Verbal warning; planner taken	Grade 3 on register	Class teacher records	Example: Repeat occurrence of any off task behaviour
C1	Detention issued and recorded in student planner and SIMS	20 minute detention with class teacher after school; Grade 4 on register	Class teacher records	Example: disrupting the learning of others; negative attitude; failure to hand in homework or inadequate work
C2	Detention issued and recorded in student planner and SIMS	30 minute detention with class teacher after school; Grade 4 on register	Class teacher records	Any escalation of C1 behaviours
C3	Detention issued and recorded in student planner and SIMS	45 minute Faculty detention with HoF/DHoF after school	Class teacher records	Any continued escalation of C1/2 behaviours Failure to attend C1/2 detention
M	Detention issued and recorded in student planner and SIMS	60 minute SLT detention	Behaviour & Inclusion Manager	4x C1 detentions in 2 weeks 2x C2 detentions in 2 weeks 2x C3 detentions in a month Failure to attend C3 detention
SRI	Senior Response Incident – senior staff callout	60 minute SLT detention Grade 5 on register Joint senior staff decision about internal exclusion or exclusion and duration	Teacher records on SIMS & IRF SRI staff collates student report Behaviour & Inclusion Manager administers SLT detention and letter home	Any verbal abused staff or students Any physical abuse of staff or students
SRI+	Behaviour & Inclusion Manager to advise student and parent/carer	Opportunity to re-sit offered once per half term plus one day internal exclusion	Behaviour & Inclusion Manager	Failure to attend Monitoring or SRI detention

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 banned items
- Refusal to agree to confiscation of banned item

Detentions

The King's will not issue any lunchtime detentions to students. Where a detention is imposed out of school hours, notice will be given in student planners, and as a matter of courtesy, parents will be sent a text message the day before this detention. The period of notice is intended to inform parents of where their child is expected to be and to allow alternative travel arrangements to be made if necessary. We do not need parental consent to issue detentions either in or out of school hours since this forms part of school policy.

Detention System

- C1 20 minute after school detention with class teacher
- C2 30 minute after school detention with class teacher
- C3 45 minute after school faculty detention with Head of Faculty or Deputy
- M/SRI 60 minute after school leadership detention

Behaviour outside of the school day

The school will impose a sanction, where the school is satisfied it is reasonable to do so, upon the registered student, whose behaviour when they are not on school premises or under the lawful control of a member of staff, could, in the opinion of the school;

- Have repercussions for the orderly running of the school
- Pose a threat to another pupil, a member of staff or a member of the public
- adversely affect the reputation of the school

The school reserves the right to consider a student's behaviour outside school as grounds for an exclusion.

Managed moves

In accordance with paragraph 15 of Exclusion from maintained schools, academies and pupil referral units (September 2017), the school may seek consent of parents and another school in order to set up a 'managed move' to allow a student a fresh start in alternative provision in order to improve their behaviour.

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 may be internally excluded. When students are internally excluded, they work in silence in reflection for an agreed period of time and complete classwork sent by the class teacher, which is then returned and marked.

Restoring relationships after incidence of unacceptable behaviour

If a student is removed from class and they have been placed in internal exclusion following an incident they will be asked to fill out the restorative questionnaire in reflection. This allows them to think and give their opinion of their actions.

A copy of this document is kept in the student file after being reviewed by the Behaviour & Inclusion Manager. Actions are then taken to support the student based on the information given in the reflection sheet. The primary aim is to repair and restore any relationships that may have been damaged between staff and students.

These reflection sheets are also analysed to determine patterns in behaviour for individual pupils as well as groups of pupils so appropriate intervention can be implemented.

Reviewing exclusion

When any student is excluded from school a meeting with the school is conducted. In this meeting the reintegration form is completed and ways forward are discussed.

Students who are excluded repeatedly will be asked to attend a PSP meeting and interventions are discussed. Within this meeting a pastoral support plan will be put into place to address key areas for improvement. Parent/carers are invited to all PSP meetings.

Where students have repeated exclusions due to an issue with the same member of staff a restorative meeting will be implemented. This is a meeting held between a member of staff and the student, facilitated by the Behaviour & Inclusion Manager or Assistant Head: Inclusion.

Governors review meeting

If a student is in danger of being permanently excluded a Governors' Review meeting may be initiated. The Executive Headteacher, Assistant Head or Behaviour & Inclusion Manager and a governor, parent and student will be invited to this meeting. The governor will be given two examples of the student's recent behaviour to demonstrate the current issues in school. The governors will question and discuss with all parties what has led to the recent issues and what can be done to prevent further issues arising. The Governors are not given any information in advance of the meeting to allow them to view the situation without any bias.

The student and parent have the right to request a different Governor is present if for any reason they feel there is a conflict of interest.

Report system

The King's has a report system to monitor any student that may be of concern or is in need of extra support. There are 3 levels to the report system, stage 1, 2 and 3:

- Stage one student reports are monitored by their Chapter Leader;
- Stage two students are monitored by a member of the Inclusion Team (this will usually take the form of a PSP monitoring diary);
- Students on stage three report to a member of the senior leadership team.

On each stage of the report the student must report to a given staff member and get their report signed by parents and staff each day.

A review of the report is done on a weekly basis and this is communicated to the parents and student.

A student will be taken off the reports system when an improvement in their behaviour for learning score is seen. All students are on a report for a minimum of two week. If no improvement is seen on a report stage over a four week period, a review meeting is held with the student, parent and staff and it is discussed whether the student progresses onto the next stage of report.

Grading of registers

All students will receive a behaviour for learning score for each lesson they are in (1-5). These grades are based on student behaviour during the lesson but a student will be graded in response to the consequence system. Students will receive a grade 6 for any lessons in which they are in Internal Exclusion.

Prohibited items

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

- Energy drinks
- Knives or weapons
- BB guns
- Illegal drugs
- Legal drugs (prescription drugs)
- Alcohol
- Stolen items
- Pornographic images
- Cigarettes, tobacco and cigarette papers
- Lighters, matches and other flammables
- Fireworks
- E-cigarettes
- Any item that 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.

The school can also seize any prohibited item (however found) which they consider to be a harmful detriment to 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.

The school may decide to permanently exclude a student who is in possession of a prohibited item.

Power to seize and confiscate items

Ideally consent from the student to search will be sought by the authorised member of staff. However, if the authorised member of staff has reasonable grounds for suspecting that a student is in possession of a prohibited item, a search 'without consent' will take place.

In accordance with Section 12 of Searching, Screening and Confiscation (DfE, January 2018), the member of staff may use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search.

Where controlled drugs or weapons are seized as a result of a search, they must be handed by the staff member directly to the police. In all other circumstances, proportionate positive action will be taken.

Use of mobile phones and smart watches

If students have their phones switched on during the day to receive text messages or any other form of communication, we will confiscate their phones and they will be placed in the school safe. In this instance the school mobile phone policy will be followed. We actively recommend that students wear a watch in order to be able to tell the time; however, smart watches are prohibited.

Parents should not contact students directly 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 Inclusion Team Office.

Use of 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 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.

In accordance with section 11 of Searching, Screening and Confiscation (DfE, January 2018), members of staff

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 Assistant Head: Inclusion, Behaviour & Inclusion Manager and wider SLT have overall responsibility for the implementation of the Behaviour Policy.

All staff, including teachers, support staff and volunteers are responsible for being familiar with the policy, following it consistently, applying it fairly as well as their responsibilities for developing positive behaviour for learning.

The Behaviour & Inclusion Manager is responsible for monitoring and acting upon behaviour incidents across the school.

Heads of Faculty and Second in Faculty are responsible for monitoring and acting upon behaviour incidents within the faculty.

The Assistant Head: Inclusion and Behaviour & Inclusion Manager are responsible for coordinating the response to behaviour incidents.

The Executive Head is responsible for all decisions relating to exclusions following from incidents of poor behaviour.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They are encouraged to work in partnership with the school in maintaining high standards of behaviour.

Students will be expected to take responsibility for their own behaviour on and off the school site and are fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Early intervention

Early intervention to address underlying causes of disruptive behaviour, including an assessment of whether appropriate provision is in place to support any SEN or disability that the student may have will always be explored where appropriate. The school will consider the use of a multi-agency assessment for any student who demonstrates persistent disruptive behaviour.

Students with a Disability and/or Special Educational Needs

Where there is concern about the behaviour, or risk of exclusion, of a child with additional needs, a child with an EHC plan or a looked after child, we will, in partnership with others, consider what additional support or alternative provision may be necessary. An assessment of the suitability of provision for a child's SEN will be included in any such considerations. Where a student has an EHC plan, we will consider requesting an early annual or interim/emergency review in order to prevent increasing fixed term exclusions and, ultimately, a permanent exclusion.

Permanent exclusion

A decision to exclude a student permanently will only be taken:

- in response to a serious breach or persistent breaches of this school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Bullying¹

The school does not tolerate bullying of any nature. Instances of bullying can be best dealt with when staff are made aware of them. Racist, homophobic, biphobic or transphobic bullying is dealt with especially severely. Students are encouraged to bring their problems to the attention of any member of staff they feel they can confide in.

Measures are always taken in response to such issues and the problem is tackled in a thorough and sensitive fashion.

Bullying is a form of abuse – “peer-on-peer abuse” and it is treated accordingly, as such any concerns about bullying need to be reported to the school’s Designated Safeguarding Lead (or a member of the wider safeguarding team).

See separate Bullying policy for further clarification. ²

Monitoring Evaluation and Review

The Assistant Head: Inclusion and Behaviour & Inclusion Manager have overall responsibility for monitoring all aspects of this policy.

The Behaviour & Inclusion Manager will conduct a review of this policy at the end of each academic year.

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.

¹ Our school values all God’s children and encourages the children, through our curriculum, ethos and values to celebrate each other’s uniqueness and encourages children to embrace the same nurturing and protective nature as Jesus demonstrated towards the disadvantaged. All school staff have received training in supporting children to attend a school which provides a loving and hospitable community in which all can explore their identity without fear of harm, judgement or being ostracized.

² Reference: Valuing All God’s Children, 2017