Behaviour Policy

2021-22

Chair of Governors signature:

Headteacher's signature:

Ratified: 4th October 2021
Review: 4th October 2022
Person responsible for overseeing the implementation: Deputy Headteacher (Pastoral)

Stowe Valley
Stowe Valley Multi Academy Trust
Registered Office: Southam College, Welsh Road West, Southam, Warwickshire, CV47 0JW
Registered in England No: 10445759. A Company Limited by Guarantee Telephone 01926 812560

Kineton High School

Positive Behaviour Policy

Governors Committee	Student Home & Community
Owner	Deputy Head (Pastoral)
Statutory	Yes
Review Date	October 2022
Monitoring	SLT/ML/Working Party

Terms Used	
HOY	Head of Year
Class Charts	Behaviour recording system
SLT	Senior Leadership Team
SS	Student Services
HOD	Head of Department

Contents:

Section

1. Key principles
2. Support
3. Living our school values
4. Rewards pyramid
5. Sanctions
6. Staff guidance
   - Target cards
   - Detentions
7. Exclusions

Related policies:

- Drugs policy
- Use of physical intervention
- Searches
- Anti-bullying
- Mobile phones
- Refocus policies and procedures

Section 1: Key Principles

Building and maintaining relationships through restorative practice

A system that is fit for purpose:

- Communication and clarity for all
- Fair and Consistent for all
- Supports the ethos and values of the school including high expectations/aspirations.
- Driven by a celebration of success
- Engage with stakeholders in an open and transparent manner
- Clear policy and expectations – clear escalation stages to **educate away from reoffending**
- Use emotional intelligence to restore good behaviour at the earliest opportunity

Vision statement:

We believe that high quality behaviour for learning is fundamentally driven by celebrating the success of all students whilst challenging incidents where this is not achieved and supporting students to learn from their mistakes. Our behaviour for learning policy seeks to ensure that all our students make positive behaviour choices, leading to a reduction in repeat negative behaviours (**education**), by ensuring that there is clear communication throughout the process and that restorative conversations happen at each point. A clear, fair, and consistently applied policy that upholds the ethos and values of the school of honesty, ambition and support will allow all students the opportunity to fulfil their potential/all stakeholders to flourish. Our behaviour for learning policy is underpinned by the understanding that each interaction is individual and, as such, must be navigated through the application of effective emotional intelligence which we strive to develop/nurture in all members of our community.

Section 2: Support

The following strategies will be used to try and bring about an improvement in a student's behaviour or as a practice measure to support a student:

1. **Horizon**
   This is staffed from 8.30am to 2.45pm each day and provides support for students who need a period of time out of particular lessons in order to re-focus. It also provides a learning space for students on a reduced curriculum package through planned interventions. It is a safe place to be during break and lunchtime.

2. **SEND Team**
   Where an SEND need has been identified (or is suspected) the SEND team can provide support and guidance e.g. SEND toolkit, key worker etc.

3. **Engagement Tutor**
   The engagement tutor will work reactively with students who have been in refocus in an effort to prevent reoffending. They will also work proactively with identified students to remove potential barriers to their progress and maximise their engagement.

4. **Target cards**
   These are used to ensure students take responsibility for improving their learning;they provide the opportunities for immediate praise, feedback to parents and if necessary, sanctions to be put in place.

5. **Mentoring/Champions**
   The school will assign a staff 'champion' for certain students. The role of the champion is to mentor the student, supporting them to remove any barriers to theirlearning and progress.

6. **Refocus Room**
   To be used for students where their behaviour has fallen short of a fixed term exclusion or has had a negative impact on the learning of others and/ or themselves.Students will reflect on their behaviour and any restorative work undertaken to support their return to normal lessons. Work will be provided by their subject teachers to ensure they do not fall behind the rest of the teaching group.

7. **PSP**
   Identified students may be placed on a Pastoral Support Plan to support their reintegration into lessons. This will be set up by the Head of Year/member of SLT. It will identify key support and SMART targets for the student to achieve. This will be regularly reviewed with parents/carers.

8. **External mentoring**
   The school is proactive in exploring ways to engage the local community inmentoring students.

9. **Early Help Assessment (EHA)**
   The school works with external agencies through EHA and will support the family inorder to access appropriate counselling and support.

10. **Individual Behaviour Plans**
    These will be put in place in discussion with parents, teachers and the student tosupport the student in bringing about a positive change in their behaviour

Section 3: Living our School Values

We expect all members of our community to live by and model our ethos and values, demonstrating these in their day to day behaviours.

To support this aim we have the following expectations of staff, students and parents:

A) <u>Creating a positive learning environment in the classroom</u>

Staff will ensure that they:

- Greet students positively at the start of the lesson and allow students into the classroom promptly
- Implement a flexible seating plan based on good knowledge of the students and their needs
- Know the learning needs of their students and accommodate accordingly through the planned activities to ensure positive engagement in learning, a direct link to the toolkit for specific individuals is clearly implemented.
- Take the register within 10 minutes of the start of the lesson and report unusual or unexpected absence as soon as possible
- Use praise and rewards to raise self-esteem
- Use positive behaviour management strategies at all stages to try and bring about a positive change in behaviour and engagement.
- Create a positive climate of learning showing good leadership skills
- Politely and calmly communicate agreed procedures, providing regular reminders of expectations
- Adopt safe, orderly and consistent routines for entering and leaving a lesson
- Are polite and respectful towards students at all times and listen to students' concerns
- Do not accept defiance or answering back; follow procedures and apply sanctions
- Follow up sanctions/rewards quickly, consistently and fairly by using agreed systems

<u>Examples of strategies:</u>

- Giving time for students to become silent – e.g. use of 3-2-1
- Non-verbal signals; catch their eye, smile, move near them
- Use of a student's name in a positive manner
- Encourage engagement, ask them a question
- Praise improvements or re-engagement
- Move the student, alter seating plan
- Quiet 1:1 conversation with the student
- **Short** time out of the classroom
- Contact with parents/personal tutor/HOY
- Understand that some students need different strategies and regular positive reminders to engage, check toolkit.
- Check students have understood the instructions
- Allow students the opportunity to raise concerns and listen to their viewpoint
- Support students with their organisation if required
- Positive body language

- Provide reflection time to allow students to make the right decisions
- Reiterate expectations clearly and regularly

Students are expected to:

- Work to the best of their ability, showing perseverance and pride in their work
- Listen in silence to the teacher and peers
- Be silent when required e.g. during Silent Study or the register. Respond appropriately to staff e.g. Yes Sir/Miss/Ms" or by using their teacher's title and surname
- Enter and leave the lesson quietly, standing behind their chairs until dismissed
- Abide by the teacher's seating plan; any discussion regarding this should happen atthe end of the lesson privately with the teacher.
- Follow all instructions on the first time of asking and ask for them to be repeated ifnecessary.
- Be fully equipped for learning – pen, pencil, ruler, colours, calculator, eraser
- Abide by the code of conduct
- Engage positively in restorative practice e.g. Accept responsibility; be able to apologise sincerely
- Respect their right to learn and that of other students

B) <u>Ensuring movement around the school is safe and orderly and that students have asafe and positive experience during social time</u>

Staff will ensure that they:

- Are on duty punctually with hi-viz jackets and walkie-talkies; are consistent with their expectations of students and are aware of, and enforce, 'out of bounds' spaces
- Engage with students; are polite and positive
- Talk to students who appear unhappy or isolated and follow up with relevantpastoral staff.
- Address all inappropriate behaviour and issues, reporting serious issues immediatelyto the duty leader for follow-up
- Model expected behavior e.g. Show good manners e.g. greeting students
- Implement the school corridor card system fairly and consistently

Students are expected to:

- Be in the correct places at the correct time
- Follow instructions on the first time of asking
- Respect the environment, use litter bins and report vandalism
- Use 'school appropriate' language in their conversations (e.g. No swearing)
- Walk around the school sensibly
- Respect each other and live by the school value of 'support'
- Seek adult help if they are aware of any inappropriate behaviour or unhappinesswith regard to themselves or other students
- Adhere to the non-smoking/vaping policy which applies to all staff and students
- Be polite and friendly to all members of the school community

- Wear the correct school uniform in the expected way
- Walk on the left on the stairs
- Be punctual to lessons
- Act responsibly and be a role model to others
- Abide by out of bounds areas
- Show good manners e.g. greeting staff and holding doors open
- Abide by the queue arrangements
- Show the same respect to all members of staff
- Continue to NOT use mobile phones or electronic devices
- Carry their 'corridor card' at all times

C) <u>Ensuring homework contributes to outstanding progress</u>

Staff will ensure that they:

- Set high quality worthwhile tasks with clear deadlines which contribute to studentsmaking outstanding progress
- Set homework regularly according to the school guidelines, using the agreed 'Teams'
- platform.
- Ensure ILT tasks are on the website and make the necessary arrangements for SENDstudents where this is part of their toolkit
- Support students in sticking or stapling ILT sheets into journals and ask students torecord homework and deadline in their journals
- Acknowledge/mark/follow up homework
- Communicate with parents over any issues as they happen
- Follow school procedures for late homework and record late/missed homework

Students are expected to:

- Provide written communication from home e.g. note in the planner, if homeworkdeadline is not going to be met before lesson
- Attend homework/subject clubs for more support if needed
- Complete the homework to the best of their ability

D) <u>Ensuring that parents work in partnership with the school to support their child'sprogress and personal development</u>

Parents are expected to:

- Be supportive of the school and buy into the school's ethos and values
- Act as ambassadors for the school, particularly with regard to social media
- Be aspirational for their children

- Be confident in bringing concerns to the school's attention, using appropriate
- channels
- Attend parents' evening and other meetings to support their child's progress and
- wellbeing
- Support school policies and sanctions
- Equip students with the required uniform and equipment
- Provide positive and constructive feedback as appropriate
- Work in partnership with the school to provide consistent messages for students
- Support students with homework tasks and alert school if a student needs additionaltime or help
- Ensure students attend school and support the school in ensuring punctuality

Section 4: Rewards Pyramid

We believe in the importance of rewarding and recognising positive behavior choices. Our main "currency" for this is House Points and there are now 4 categories for rewards on Class Charts:

Effort:

Often, this is the most used reward. It allows the recognition of effort in all of its different forms in the classroom, learning at home, and overcoming barriers: whatever they may be.

Progress:

Progress can be not only the movement in working at grades, but skills focused also, potentially mastering something.

Attainment:

This can be the attaining of a grade or mark in assessment, reaching a goal, even scoring a perfect score in attitude to learning.

Please can we look to ONLY award for one of these to a student, rather than 2 or all of them. A short comment will be given where possible to allow the form tutor to share success each day and each week.

Community:

This can be for in school and out of school. Simple things like holding the door open, saying thank you for the lesson, helping others, selflessness, charity work, going above and beyond.

Students efforts and attainment will be recognised in the following ways (not an exclusive list):

- House points
- Phone calls/postcards home
- Rewards assemblies/certificates
- Queue jump lunch cards
- Non uniform days
- Enrichment opportunities e.g. reward trips
- Voucher draws
- Pizza parties

We will engage with student voice to evaluate the rewards/recognition that students want and adapt our rewards policy accordingly.

Section 5: De-escalation ladder (including sanctions)

Level 4 Behaviour examples:
- One very serious incident
- Serious physical assault
- Possession of drugs/weapon
- Persistent breaking of the school's behaviour policy

Level 4 Potential Strategies/Sanctions:
- Area Behaviour Panel – Level 3 Managed Move
- Permanent Exclusion/loss of school place
- Police/other agency Involvement

Level 3 Behaviour examples:
Continuation of level 3 behaviour after sanction and/or:
- Persistent defiance
- Escalation of level 3 behaviour
- Physical assault or other behaviours that pose a threat to students.
- Threatening behaviour
- Persistent bullying

Level 3 Potential Strategies/Sanctions:
- Fixed term exclusion – reintegration meeting.
- Pastoral Support Plan
- Area behaviour Panel – Level 2 Managed Move
- Internal Exclusion
- On Call used
- SLT report
- Senior Detention
- **Restorative conversation with the student.**

Level 2 Behaviour examples:
Continuation of level 2 behaviour after sanction and/or:
- Rudeness to adults
- Continued Defiance
- Concerns raised across a number of subjects (HOY)
- Physical altercation
- Racial/homophobic/sexual abuse
- Bullying

Level 2 Potential Strategies/Sanctions:
- On Call used
- Department Parking – short term lesson removal
- Subject/HOY report
- Refocus Room
- Parental meeting/contact
- After school detention
- Loss of social time
- **Restorative conversation with the student**

Level 1 Behaviour examples:
Persistent level one behaviour and/or
- Off task behaviour
- Inappropriate language during a lesson
- Disrupting the learning of other students.
- Truancy/Lateness
- Defiance

These are inappropriate behaviours that generally do affect the learning of others.

Level 1 Potential Strategies/Sanctions:
- Parental contact (teacher)
- Department parking
- After school detention
- Social time detention
- **Restorative conversation with the student**.
- Official warning (further action on the third)

These behaviours should be logged on Class Charts

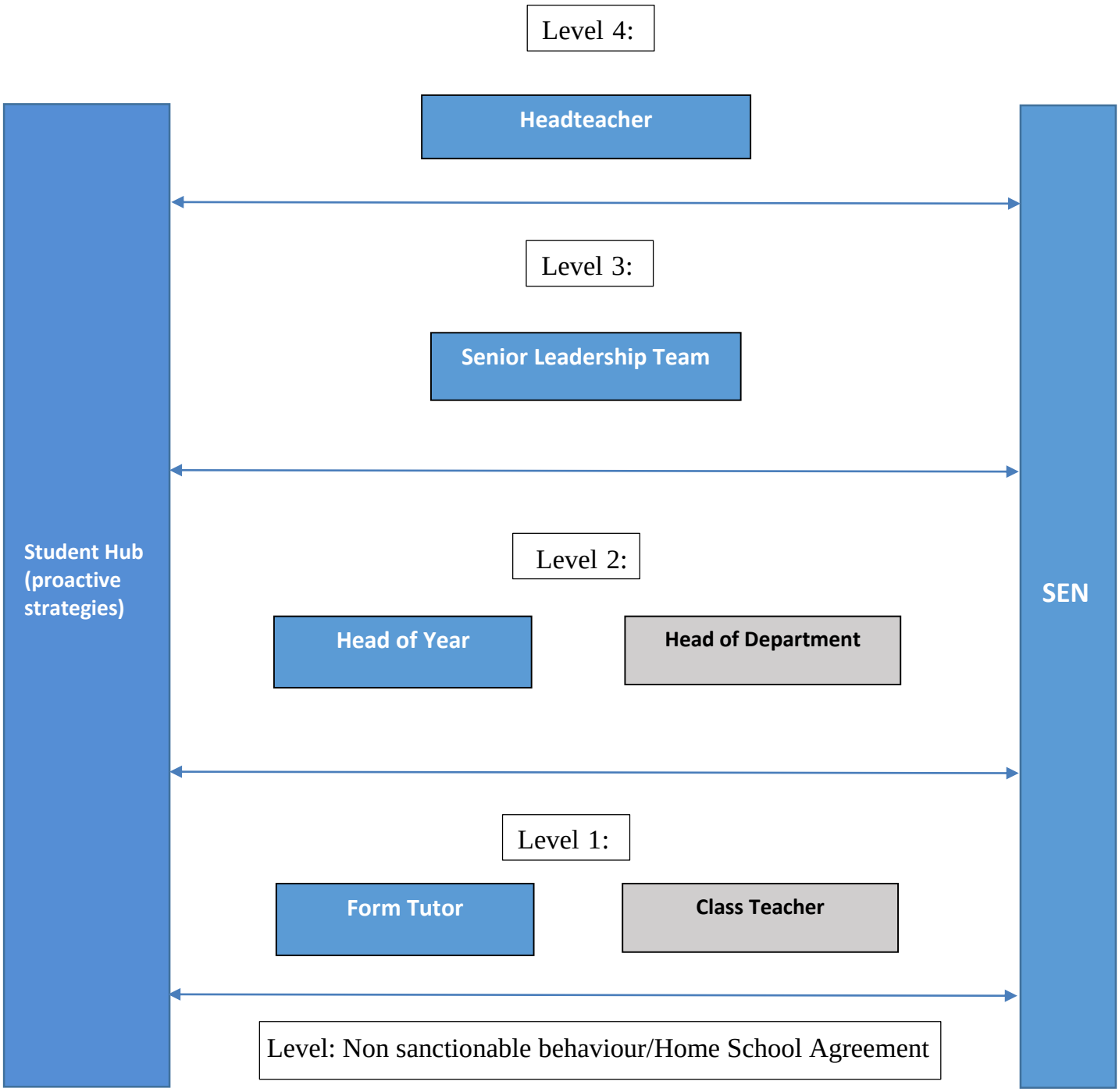
Level 0 Behaviour examples (not exhaustive):
- Swinging on a chair
- Tapping a pen
- Off task during a lesson (first time)
- Failure to be ready to learn (e.g. no pen)

These are individual inappropriate behaviours that generally do not affect the learning of others.

Level 0 Potential Strategies/Sanctions:
- Non-verbal cues
- Quiet conversation – reminder of expectations/unearth the cause
- Positive reinforcement for peers
- Time out

Staff may choose to log these for information.

The aim is to de-escalate the behaviour not escalate the sanction.
*Remember: context is key – **why** is the behaviour occurring?*
After 2 well considered (EI!) warnings further action should be taken (on the third).


Level 4:
Headteacher
Level 3:
Senior Leadership Team
Student Hub (proactive strategies)
Level 2:
Head of Year
Head of Department
SEN
Level 1:
Form Tutor
Class Teacher
Level: Non sanctionable behaviour/Home School Agreement

Section 6: Staff Guidance

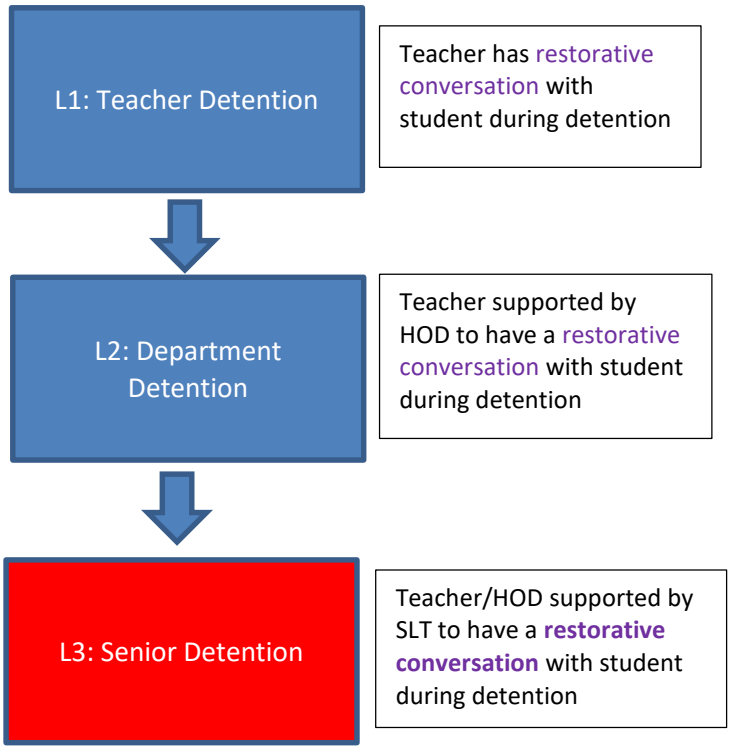
Detention Process: Overview

A core purpose of the detention should be to facilitate a restorative conversation and to ensure that a clear reintegration into lessons is achieved.

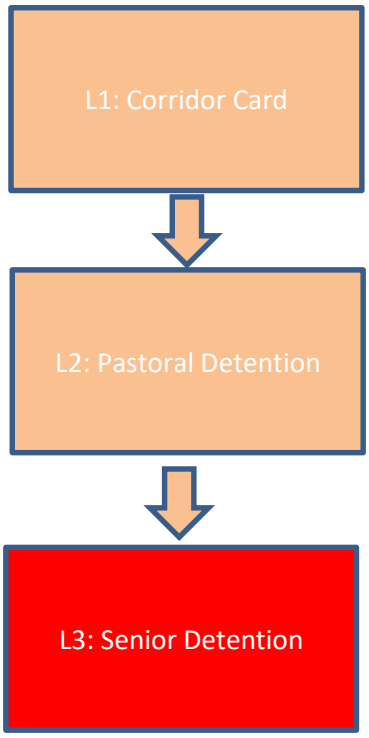
Detentions will set through Class Charts – a reminder text will be sent centrally. This will refer the parent/carer to the previous communication from the member of staff about the detention.

Behaviour level	Detention type	Staff responsible	Detention length	Parents/carers informed?
1	Corridor Card	HOY	10 minutes	No
1a	Teacher: social time	Teacher	Max 20 mins	Yes
1b	Teacher: after school		Max 1 hour	Yes
2	Department	HOD	1 hour	Yes
2	Pastoral	HOY	1 hour	Yes
3	Senior	SLT	2 hours	Yes

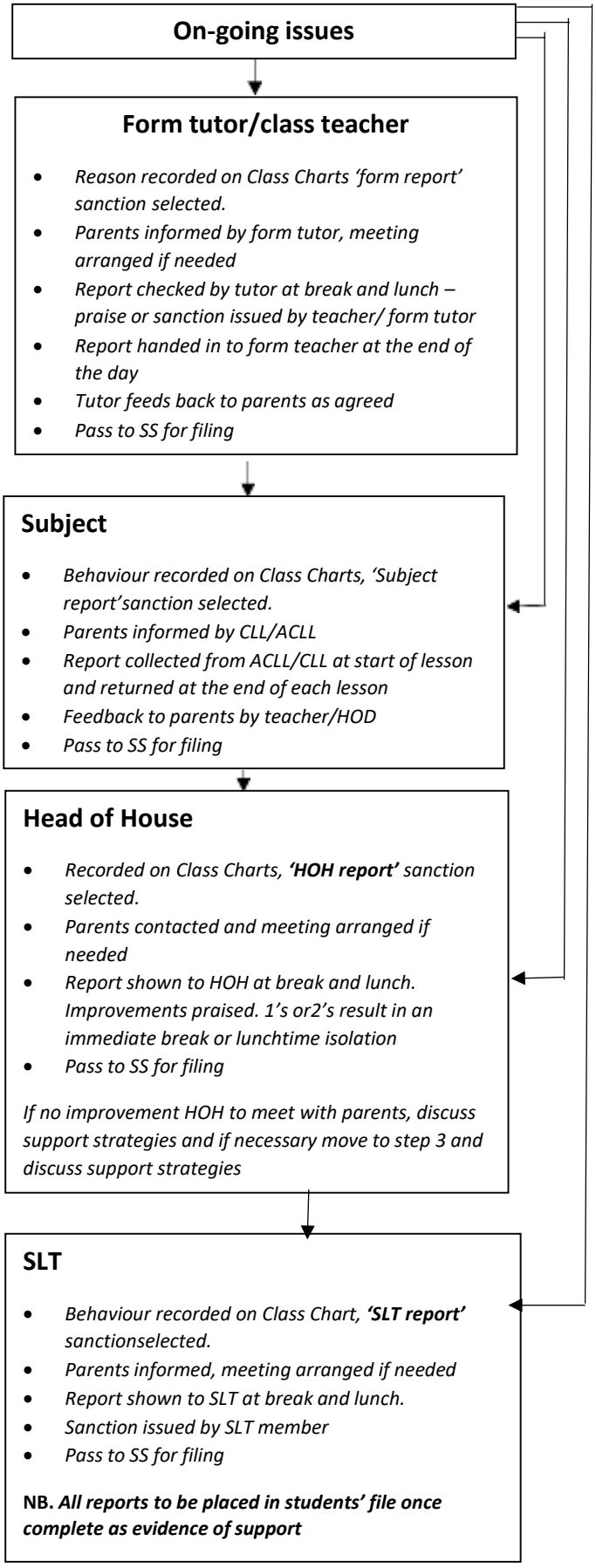
Curriculum Route:



Pastoral Route:



Target Cards



Exclusions

Loss of social time

Students will lose their break and/or lunch at the discretion of the Head of House, following poor behaviour while on target cards or as a result of poor behaviour during break and/or lunch. If this is for an extended period of time, parents will be informed.

Internal exclusion – Use of refocus room

Students who are 'internally' excluded from lessons will be asked to hand their mobile phone into Student Services, where it will be locked away until the end of the day. They will work away from peers under the supervision of an adult. They will not circulate with other students during break or lunch. Parents will be notified on the day prior to the 'exclusion' and their day will end at 3.45.

Fixed term exclusions

The school follows the guidance from the DfE and expert advice will be sought from outside agencies as the need arises. Fixed term exclusions will be used for serious breaches of this policy.

After a fixed term exclusion, students and their parents will be expected to attend a readmission meeting. The aim of this meeting is to discuss the reasons for the exclusion and to look at strategies, actions and supportive measures which can be put in place to avoid future exclusions. An individual behaviour plan will be agreed to support the student. For students who have been excluded on three or more occasions during their time at school, a governor will attend the reintegration meeting. If there is no improvement in behaviour, a formal governors' disciplinary panel may be convened.

Permanent exclusions will be made for very serious one off incidents, or as a result of a pattern of serious incidents and fixed term exclusions.

September 2021