



Kesteven and Sleaford High School

A Robert Carre Trust School

Behaviour Policy

INTRODUCTION

The school is very clear about its function, it is a place for learning and keeping young people safe. The school is committed to achieving and maintaining the highest standards of behaviour and discipline among its students at all times. This aim is an essential part of the continuing drive towards academic excellence. Students and staff are expected to behave in a respectful, responsible and supportive manner at all times.

AIM

The aim of the Behaviour Policy is to set the standards of behaviour required by the school from the students and identify the rewards for excellence and the sanctions for non-compliance. This includes when travelling to and from school and representing the school when wearing school uniform.

Students are only able to achieve their full potential in an environment that respects the need for honesty, integrity, trust, kindness, hard work, fairness and inclusivity. One of the most important aims of this policy and of the School as a whole is to promote and develop inclusivity, cooperation, tolerance and self-discipline and this will remain with each student throughout their lives.

PRINCIPLES

The Governing Body believes that in order to enable effective teaching and learning to take place, excellent behaviour in all aspects of school life is necessary. The Governors therefore seek to create a caring and learning environment in the school by:

- Promoting good behaviour and discipline, both in and out of school and when representing the school's values;
- Promoting self-esteem, self-discipline, proper regard for authority, rules and nurturing positive relationships based upon mutual respect;
- Ensuring fair treatment and inclusivity for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early interventions to prevent escalation;
- Providing a safe environment free from disruption, violence, bullying and any form of abuse or harassment;
- Encouraging positive relationships with parents, carers and guardians to develop a shared approach and to involve them in the implementation of the school's policy and associated procedures.



STUDENT CODE OF CONDUCT

In pursuit of values that have been outlined above there are basic student expectations to promote good behaviour. The Code of Conduct can be found in the student planner. These basic expectations are reviewed annually and alterations made as necessary. Poor and inappropriate behaviour will be challenged.

Students are encouraged to:

- Show respect, tolerance, consideration and inclusive behaviour to others
- Be polite at all times
- Act in a responsible manner at all times
- Dress smartly and be proud of their uniform, wear it adhering to the school's uniform code, including to and from school.
- Complete all work to the best of their ability
- Show respect for other people's property / school property
- Support each other and staff by showing kindness, consideration and cooperation
- Be punctual to school and to each lesson, be in their tutor room ready to start at 08.45.
- Arrive at school properly equipped and ready for work
- Switch off their mobile phone and have them out of sight

Students are expected to avoid:

- Behaving in a way that will harm or offend others
- Using offensive language or behaviour that could be deemed abusive
- Bringing and using mobile phones or devices to school.

In the Classroom Students should:

- Have the correct books and equipment for lessons
- Enter classrooms punctually and quietly
- Be silent whilst the register is being taken and answer clearly and politely
- Always work to the best of their ability and complete given tasks including homework on time
- Listen carefully – do not interrupt or speak when a teacher peer is speaking
- Raise their hand to request assistance or answer a question
- Make sure they have permission before moving from their seat
- Leave the lesson, when told to, in a quiet, orderly manner

ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body will support the school in maintaining high standards of behaviour as outlined in this policy.

The Governing Body, Head of School, and Staff

The Governing Body, Head of School and Staff will ensure consistent application of the policy and procedures for all, in particular ethnic or national origin, culture, religion, disability or sexuality. They will also ensure that the concerns of students are listened to and addressed appropriately.

The Governing Body and discipline beyond the school gate

The governing body will need to ask the headteacher to consider what the school's response should be to any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or

- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all of these circumstances the headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Head of School

The Head of School's role is to determine the detail of the standard of behaviour acceptable to the school. The Head of School has the day-to-day responsibility for maintaining discipline in the school, which will include making the Code of Conduct and provision for enforcing it.

The Head of School has to:

- promote self-discipline and proper regard for authority among students;
- encourage good behaviour and respect and promote inclusivity,
- prevent all forms of bullying among students;
- secure exceptional standards of behaviour;
- regulate the conduct of students;
- ensure systems are in place to support staff who may find classroom management problematic;
- only the Headteacher has the authority to decide on fixed term exclusions;
- only the Executive Headteacher has the authority to permanently exclude a student.

All Staff

All staff, both teaching and non-teaching, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support, respect and tolerance amongst all staff in the implementation of the policy is essential. Staff have a key role to advise the Head of School on the effectiveness of the school policy and procedures. They also have the responsibility, with the support of the Head of school, for creating a high-quality learning environment and teaching good behaviour.

Heads of Year

Heads of Year will promote, maintain and monitor standards across the Year.

They will achieve this by: -

- Ensuring that staff are aware of their responsibilities as form tutors and that there is consistency of approach;
- Supporting staff by monitoring students and applying the various rewards / sanctions appropriately;
- Providing form tutors and the Pastoral teams with updates through regular meetings;
- Praising and rewarding good attendance and effort both individually and collectively;
- Liaise with Subject Leaders ensuring there is a consistency of approach.

Subject Teachers

Subject teachers have a responsibility for maintaining a calm, ordered environment which is conducive to learning and ensures the physical and mental well-being of their students. The following guidelines will assist in classroom management:

- Supervise student entry and departure at the start and end of sessions;
- Lessons should begin promptly. A register must be taken;
- There should usually be a clear statement of learning objectives (verbal or written) at the start of the lesson. Lessons should be paced appropriately to ensure on task behaviour;
- Seating arrangements should assist with the management of students. The teacher is in charge of seating not the students;

- All lessons should be carefully planned taking into account class ability, making provision for students with Special Educational Needs. There must be challenge and support for all levels of ability;
- Teaching styles should be appropriate to the aims and objectives of the lesson. In most lessons there should be a variety of tasks;
- Sufficient time should be set aside in lessons for setting homework which should be written in planners;
- Lessons should have effective endings which reinforce the learning objectives;
- Students should not pack away until told to do so, the bell is a reminder to staff not students. Students should stand behind their desk/table at the end of a lesson and wait to be dismissed. They should be dismissed in a controlled and orderly manner.

Parents and Guardians

Parents, carers and guardians will take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to assist in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from this policy.

REWARDS

Praising and rewarding students will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, recognise the success of others and help them to become positive members of society. Praising students is something teachers do all the time in lessons. Verbally acknowledging student efforts, achievements, attitude and behaviour is an integral part of school life.

The achievements and contributions of students, both as individuals and groups, should be recognised and commended. This should be developed in various ways. In particular:

Praise

Verbal – verbal praise is used to reward students, either individuals or groups;
Written – either in exercise books or on individual pieces of work.

Individual departments also recognise good work and progress using a variety of methods including postcards sent home to parents and stickers.

Letters are also sent home if a student achieves a number of excellent efforts in their tracking grades.

Students are nominated for demonstrating a good growth mindset by teachers or support staff. Names are published in the school newsletter and postcards sent home to parents every two weeks.

Merits/ House Points

- Merits are awarded for good work, community service and sustained good behaviour and count as House points;
- Certificates are awarded for 25, 50 and 75 merits;

Celebration of Achievements and Commitment to Learning Assemblies

These Assemblies will take place at the end of terms 3 and 6.

Students will be awarded:

- Subject prizes (8 nominees per subject in KS3 and in the ratio 1:10 in KS4 and KS5);

- Headteacher's Award for students who have more than four nominations from different subject staff;
- Award for the highest merit achiever (Term 6 only)
- 100% attendance awards (Term 6 only);
- Sporting Colours for representing the school in extracurricular sporting activities.

Junior and Senior Prizegiving ceremonies also celebrate good behaviours.

CONSEQUENCES

Sanctions are necessary to maintain positive behaviour and should be used when necessary; these must be seen to be fair and consistently applied.

Behaviour and Uniform Points

For failure to complete work on time, uniform infringements, contravention of school rules (chewing gum, make up etc) a behaviour point should be given. These are added electronically on Bromcom student records. If a student receives 5 behaviour points they will be given an after-school detention. If the student receives a second five they will be seen by the appropriate Head of Year who will discuss strategies with them. Behaviour points must be checked weekly by the form tutor with the student. To uphold good standards of uniform students in year 7-11 carry a uniform card (Amber card). If a student wears their uniform incorrectly staff will sign the uniform card. Five Amber card signings result in a lunchtime detention.

Misbehaviour in Lessons

For misbehaviour or failure to do as requested in a lesson it is the subject teacher's responsibility to sanction students. This could take many forms:

- Be reminded of the school rules;
- Be required to work away from others;
- Be given a behaviour point
- Lunchtime detention;
- Removed from the classroom for a cooling off period within sight of the subject teacher/Head of Subject.

For repeated misdemeanours the subject teacher should involve the curriculum leader (for a subject problem) and/or the Head of Year. Whole class detentions will not be given as this invariably punishes the innocent and can lead to poor student/teacher relationships.

Department Detention

These should be given if a student fails to improve despite action being taken by the subject teacher.

After School Detention

These are given for five behaviour points although a student can also be referred by a curriculum leader or Head of Year to the Assistant Headteacher. Parents are notified in writing of a detention giving at least 24hrs notice.

Individual Reports

Students who persistently misbehave or who are causing concern in a number of areas will be placed on a report. These reports will be individually designed to help the student manage their behaviour and learning. Parents will be informed of the reason for an individual report and asked to support the process by reading and signing the report daily.

Discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member

of staff or reported to the school. The governing body must be satisfied that the measures proposed by the headteacher are lawful.

Incident Reports

For serious incidents (fighting, racist behaviour etc) an incident report will be completed and passed to the Assistant Headteacher (Pastoral). Racist or discriminatory incidents must be recorded in the relevant log by the Assistant Headteacher (Pastoral). Issues relating to friendships difficulties and / or bullying will be addressed by the Form Tutor, Head of Year and / or Senior staff in the school where deemed appropriate. Please also see the RCT Anti-Bullying policy.

Internal Exclusion

Students may be withdrawn from lessons for a short period of time, up to one day. This will include isolation at lunch and break times. Parents will be informed and invited to discuss the matter. In some cases, it may be appropriate for students may serve this internal exclusion at Carre's Grammar school.

External Exclusion

This is only used in cases of serious misconduct. The Head of School will decide the length of the fixed term exclusion and inform the Chair of the Governing Body and the Executive Headteacher. Parents are informed immediately of the school's decision, the nature of the incident and their right of appeal. Parents are requested to make an appointment to speak to the Assistant Headteacher (Pastoral) with their son/daughter on the morning of the return to school to attend a reintegration meeting where clear targets are set and expectations are made clear.

The school works to the principles of the 'Inclusive Lincolnshire' and this can in some cases involve agencies such as the Behavioural Outreach Support Service (BOSS) and students are supported using Pastoral Support Plans (PSP).

Permanent Exclusion

This is used as a last resort when all other strategies, sanctions and support have failed and the learning of other students, or the safety of staff or students, is compromised'.

RESPONSIBILITIES

Assistant Headteacher (Pastoral)

The Assistant Headteacher (Pastoral) is responsible for the formulation of the policy and procedures, for monitoring its effectiveness along with other key staff and recommending any necessary changes.

Monitoring

Student, Staff and Parent perceptions of behaviour will be monitored through:

- Parents evening surveys
- Student voice surveys and focus groups
- Staff, Student and Parent attitude surveys.

The effectiveness of strategies to promote good learning will be monitored through:

- Lesson Visits, Deep Dives and Assemblies
- Quality assurance systems (e.g. work scrutiny, learning walks)
- On a daily basis by Heads of Year, and the Leadership group when they are on duty around the school site

Other relevant Policies:

KSHS Mobile Phone and Devices Policy
RCT Anti-Bullying Policy
RCT ICT Acceptable Use (Students) Policy

Reviewed by DC

Approved by the KSHS Local Governing Body on 16 March 2022

Review date: June 2022 (normally 2 years)