

Kineton High School & Sixth Form

Positive Behaviour Policy

Governors Committee	Student Home & Community
Owner	Deputy Head (Pastoral)
Statutory	No
Review Date	June 2018
Monitoring	SLT/ML/Working Party

Terms Used	
HOH	Head of House
SIMS	Internal Management System
SLT	Senior Leadership Team
SS	Student Services
CLL's	Curriculum Learning Leaders

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Related policies:

- Drugs policy
- Use of physical intervention

Section 1

Aims

This policy sets out the expectations for behaviour at Kineton High School and Sixth Form and has been written after consultation with students, staff and parents. It has the school ethos and values at its heart.

Through the implementation of this policy, our aim is to:

- Ensure all students thrive in a safe and supportive environment
- Allow all students the opportunity to learn within a calm and positive culture
- Celebrate and reward achievement, effort and progress
- Develop character, responsibility, commitment and resilience
- Recognise and meet the needs of individual students
- Address undesirable behaviour fairly and consistently, while ensuring individual contexts are considered
- Provide the necessary support and scaffolding to encourage and allow students to make the right decisions
- To promote responsibility in one's actions and be accountable for them

To achieve our aims we will:

- Ensure expectations of staff, students and parents are clearly articulated and any support or training needed is put in place
- Apply rewards and sanctions consistently
- Ensure all stakeholders are involved in the development of behaviour plans, reviews and policies
- Record and analyse behaviour patterns
- Positively and proactively engage with parents so we can work in partnership to bring about improvements in students' behaviour
- Provide where possible, support needed for students and their families
- Use external agencies to support students' behaviour

Section 2

Support

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

1. Student Support Centre (SSC)

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. It is a safe place to be during break and lunchtime.

2. 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.

3. 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 their learning and progress.

4. Key worker

A number of students have key workers who provide invaluable support to students on the SEND register and co-ordinate student toolkits which provides information on how to support students effectively.

5. External mentoring

The school is proactive in exploring ways to engage the local community in mentoring students.

6. Early Help Assessment (EHA)

The school works with external agencies through EHA and will support the family in order to access appropriate counselling and support.

7. Individual Behaviour Plans

These will be put in place in discussion with parents, teachers and the student to support 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) Creating a positive learning environment in the classroom

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
- Take the register within 10 minutes of the start of the lesson
- 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
- Use praise and rewards to raise self-esteem
- Follow up sanctions/rewards quickly, consistently and fairly by using agreed systems
- Use positive behaviour management strategies at all stages to try and bring about a positive change in behaviour and engagement.

Examples of strategies:

- 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/HOH
- Understand that some students need different strategies and regular positive reminders to engage
- 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

Ethos: Honesty, Openness, Trust

Values: Mutual Respect, Teamwork, Friendship, Independence, Equality, Perseverance

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 while the register is taken, respond "Yes Sir/Miss" 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 at the end of the lesson privately with the teacher.
- Follow all instructions on the first time of asking and ask for them to be repeated if necessary.
- Be fully equipped for learning – pen, pencil, ruler, colours, calculator, eraser
- Abide by the code of conduct
- Accept responsibility; be able to apologise sincerely
- Respect their right to learn and that of other students

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B) Ensuring movement around the school is safe and orderly and that students have a safe and positive experience during social time

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 relevant pastoral staff.
- Address all inappropriate behaviour and issues, reporting serious issues immediately to the duty leader for follow-up
- Show good manners e.g. greeting students

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
- Support each other and live by the school value of 'friendship'
- Seek adult help if they are aware of any inappropriate behaviour or unhappiness with 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
- Only use mobile phones outside the building/unless permission granted in a lesson to be used for educational purposes only (see Section 5)
- 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

Ethos: Honesty, Openness, Trust

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C) Ensuring homework contributes to outstanding progress

Staff will ensure that they:

- Set high quality worthwhile tasks with clear deadlines which contribute to students making outstanding progress
- Set homework regularly according to the school guidelines
- Ensure ILT tasks are on the website and make the necessary arrangements for SEND students where this is part of their toolkit
- Support students in sticking or stapling ILT sheets into journals and ask students to record 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:

- Record homework in their planners (request help from a TA or teacher if needed)
- Provide written communication from home e.g. note in the planner, if homework deadline 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

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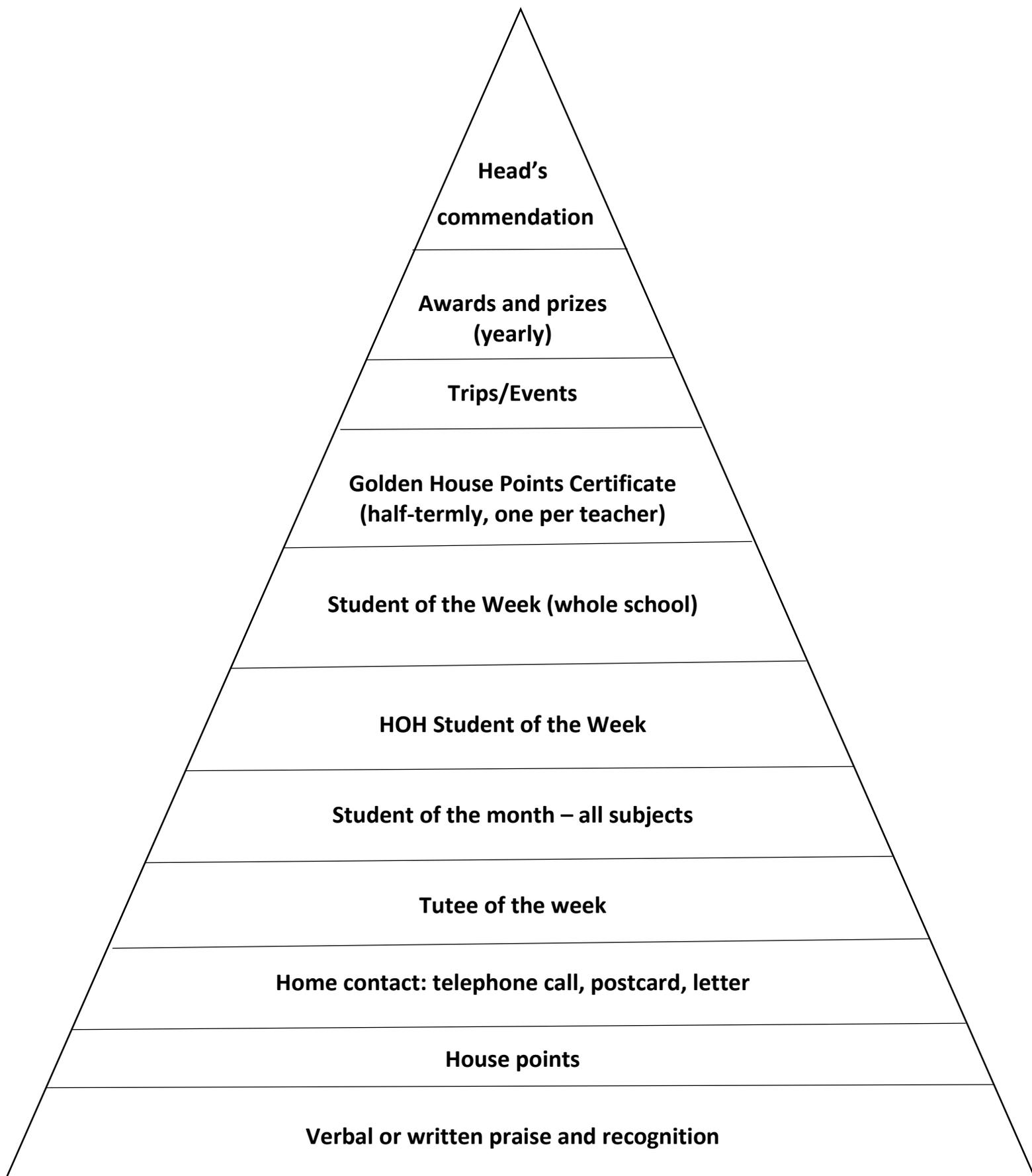
D) Ensuring that parents work in partnership with the school to support their child's progress and personal development

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 'fearless' 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 additional time or help

Section 4

Rewards Pyramid



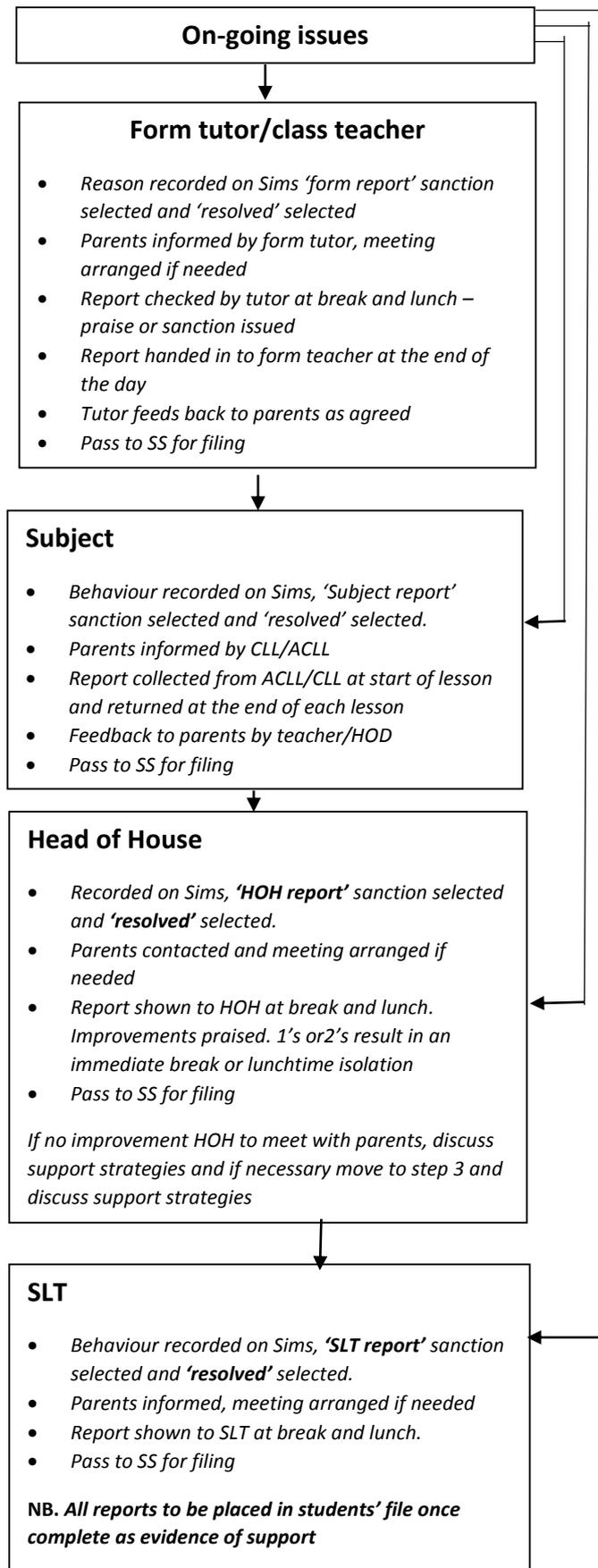
Section 5

Sanctions

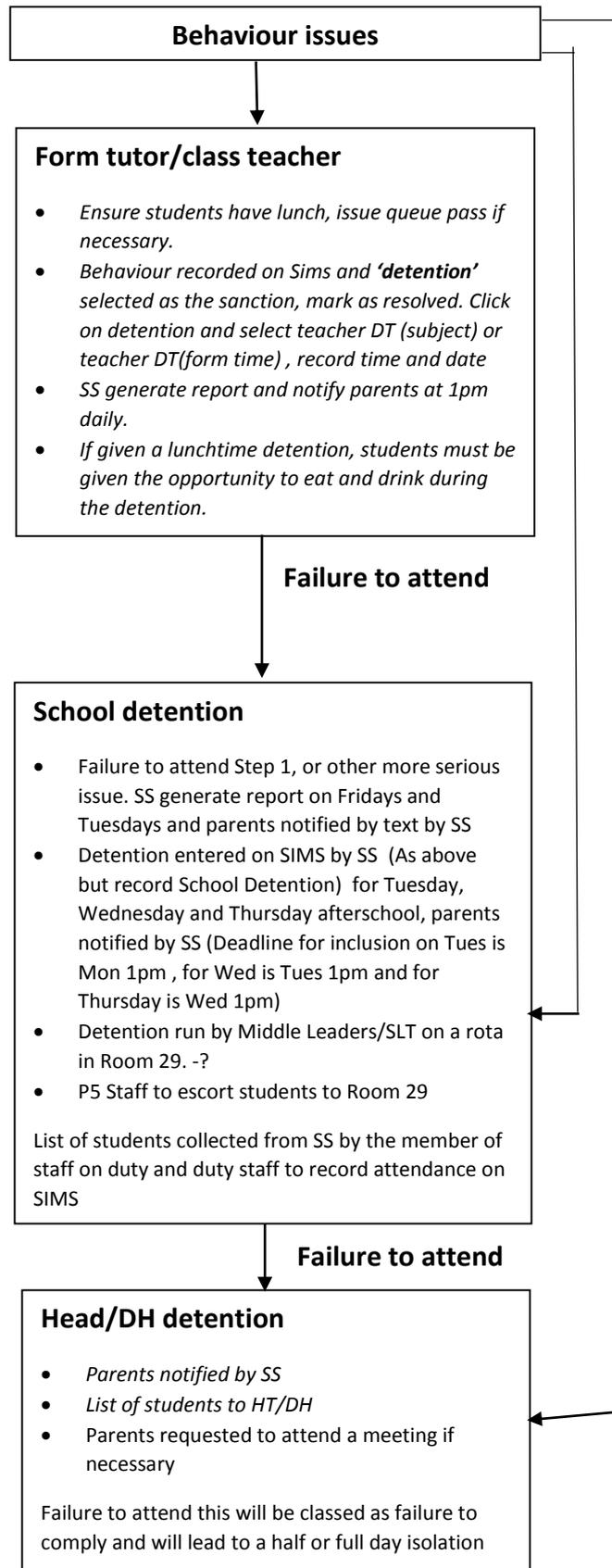
	Examples of behaviour	Sanctions & Behaviour Management	Who is responsible?
Level 1	<ul style="list-style-type: none"> • Phone out in the building • Minor infringement of uniform • Running or anti-social behaviour including early instances of bullying • Low level disruption • Lateness • Chewing in school • Incomplete or late homework 	<ul style="list-style-type: none"> • Quiet word/one to one conversations with students • 3 stage verbal warnings; yellow, amber, red • Next day extension for homework • Time made up for lateness • Restorative work between two students 	Classroom teacher/personal tutor
Level 2	<ul style="list-style-type: none"> • All 3 warnings given or more serious disruption in lessons • Homework not done • Graffiti • Phone out more than once in the building or in lessons • Serious disruption to a lesson or rudeness • Repeated or continued bullying 	<ul style="list-style-type: none"> • Student removed to work in another area or from social times • Personal tutor target card • Subject target card • Class teacher/tutor detention • Parents contacted • Phone confiscated and returned to student at the end of the day 	Classroom teacher Personal tutor Supported by; Curriculum Leaders Head of House Student Services
Level 3	<ul style="list-style-type: none"> • More serious or potentially serious behaviour breaches • Racial/homophobic/ sexual abuse • Rudeness • Smoking (1st offence) • Poor behaviour at social times • Inappropriate language • Repeated disruption of learning • Out of bounds • Failure to attend class detention • Phone confiscated twice in a half term 	<ul style="list-style-type: none"> • HOH target card • Short term removal from a subject • Meeting with parents • School detention • Loss of social time • Community service • Parent/carer asked to collect phone • School Support Officer/ Police 	Curriculum Leader Head of House Student Services
Level 4	<ul style="list-style-type: none"> • Defiance • Verbal/dangerous/aggressive behaviour • Directed and malicious behaviour directed at another student • Smoking (repeated offence) • Poor language towards a member of staff • Failure to attend school detention • Serious infringements of Code of Conduct 	<ul style="list-style-type: none"> • On call sent for • Internal exclusion • SLT report • PCSO involvement • Victim support • HT/DH detention • Parent meeting with senior staff • Report to LA if racial 	Curriculum Leader Head of House Student Services SLT On call staff (DH/HT to be aware)
Level 5	<ul style="list-style-type: none"> • Repeated defiance or refusal to alter attitude/ behaviour directed at others. • Physical assault • Directed swearing at a member of staff • Serious infringements of Code of Conduct 	<ul style="list-style-type: none"> • Fixed term exclusion • Police involvement • ABP support • Meeting with senior staff/governors after 3rd exclusion • Managed move • IBP 	Head teacher (Deputy Heads)
Level 6	<ul style="list-style-type: none"> • One very serious incident or a series of serious incidents • Possession of drugs/weapons • Serious physical assault 	<ul style="list-style-type: none"> • Permanent exclusion/managed move • Police involvement • ABP support 	Head teacher

Section 6

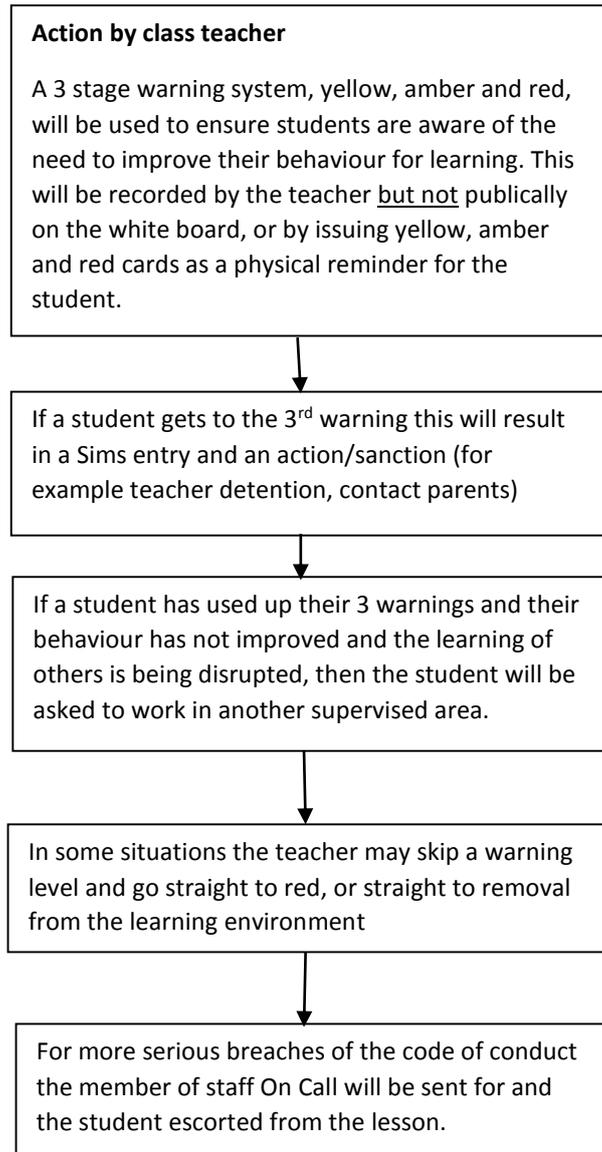
Target cards



Detention system



Behaviour for learning



Section 7

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

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

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.

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Values: Mutual Respect, Teamwork, Friendship, Independence, Equality, Perseverance

Searches

Kineton High School follows government guidelines in relation to screening searches and confiscation.

There will always be two adults present for a search of a student's bag and outside clothing. The student may be asked to remove their blazer and empty their pockets.

The following items are banned. If there is reasonable suspicion that a student may be carrying any of these items, it will trigger a search without their consent.

- Alcohol
- Knives or weapons
- Illegal drugs
- Stolen items
- Tobacco/cigarette papers/vaping equipment/lighter
- Fireworks
- Indecent images
- Tweeting texts/social media messages
- Any item/article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury to, or damage the property of any person (including the students) or to sell for personal gain/profit

Please refer to the school's Management of Drugs policy.

Section 8

ANTI-BULLYING POLICY

Definition of Bullying

“Bullying is repeated behaviour which makes you feel uncomfortable or threatened whether this is intended or not”

We believe that all students have the right to be protected from bullying and abusive behaviour in school and on school trips. We will work in partnership with students and their parents to help **resolve bullying that takes place outside of school.**

This is an integral part of the Behaviour Policy and has been developed by working with parents, the student school council and staff.

Aims

- to minimise the number of instances of bullying through increasing awareness and understanding of this behaviour, its causes and consequences with the students, staff, parents and all others who make up the school community. We aim
- to ensure that all cases of bullying are dealt with consistently, fairly and in a timely manner to minimise the risk of reoccurrence.

Types of bullying include:

- Physical (punched, pushed or kicked)
- Verbal Intimidation (insults, personal comments, having rumours spread about them)
- Emotional / Psychological (being left out or not being spoken to, taking of someone’s personal items)
- Extortion (taking personal items or money from someone else)
- Racist (inappropriate comments based on ethnic background, colour or religious beliefs)
- Sexual (inappropriate touching, sexual innuendos and propositions, graffiti with sexual content, creation of internet porn sites, spreading films of sexual abuse on mobile telephones)
- Sexist (behaviour based on a person’s sexuality or gender, malicious gossiping, comments about someone’s appearance or attractiveness)
- Homophobic (verbal abuse, malicious gossip, intimidation, isolation, assault)
- **Disablist (such as malicious comments or being deliberately isolated by others)**
- **Cyberbullying (getting abusive or threatening text messages, emails or letters)**

Actions to minimise the risk of bullying

- Ensure students are educated and aware of all the information contained in this policy through PSHE, form time, lessons, assemblies and activities such as mentoring and drama
- Use all support and training available to the school. For example PCSO, counselling , external speakers and external facilitators and training providers

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Values: Mutual Respect, Teamwork, Friendship, Independence, Equality, Perseverance

Responsibilities of Stakeholders:

We expect our students to:

- Not become involved in any kind of bullying, even at the risk of becoming temporarily unpopular.
- Intervene to protect another student who is being bullied, unless it is unsafe to do so.
- Tell a member of staff if they have seen or think someone is being bullied
- Be caring and respectful
- Be proactive in joining in with anti-bullying schemes such as mentoring or activities.
- We would please ask that anyone who finds themselves a victim of bullying to not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets

We expect our staff to:

- Develop our students' self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our students
- Discuss bullying regularly, so that every student learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to changes in the behaviour of students eg. signs of distress, withdrawn behaviour, and other possible indications of bullying
- Listen to students who have been bullied or think they may be a victim of bullying and always take what they say seriously and act to support and protect them
- Look into and deal with an incident of bullying or report it to either the tutor or Head of House and record on SIMS
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken
- Always refer to the unwanted behaviour as unacceptable rather than the student
- Deal with observed instances of bullying promptly and effectively, in accordance with the agreed procedures

We ask our parents to:

- Reinforce the definition of bullying in order that unwanted behaviour is correctly named
- Advise their children to report any bullying to their tutor, Head of House or a member of staff they feel comfortable talking to
- Explain the implications of allowing the bullying to continue unchecked, for themselves and for other students, reassuring them that action will be taken and that the school will take strong measures to ensure there are no repercussions as a consequence of sharing their concerns
- Watch for signs of distress or unusual behaviour in their child, which might be evidence of bullying
- Advise their child not to retaliate to any form of bullying
- Inform the school immediately where appropriate of any suspected bullying, even if their children are not involved
- Work in partnership with the school to support the implementation of this policy

Ethos: Honesty, Openness, Trust
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Procedures for investigating and dealing with cases of suspected bullying

Staff will:

- Investigate the situation in a thoughtful, circumspect non-judgemental manner, listening to all parties involved and taking statements.
- Establish the root cause of the bullying.
- Determine a timeline to establish the period of time the bullying has been going on.
- Contact parents/carers of all students concerned in the incident
- In the first instance, it is important to make clear to the victim that revenge is not appropriate, and to the bully that such behaviour is unacceptable and that they will be supported and listened to
- Work with the parents of the student who is being bullied, and of the student who is bullying, in order, to find solutions to the bullying issue.
- Ensure students who bully others are managed through the whole school behaviour policy in terms of sanctions and understand that any negative repercussions towards the student who has shared their concerns is unacceptable and will be a serious breach of our behaviour policy
- Ensure that the student who has displayed bullying behaviour understand the impact and possible consequences of their actions on others
- Provide support for the victim, arranging a restorative meeting if all parties are comfortable with this
- Provide support, information and advice as needed for the student who has bullied others to ensure no further reoccurrence, involving outside agencies if necessary
- Feedback to students and parents
- Continue to monitor over several weeks to ensure that there are no further incidents and that the student who has been a victim of bullying feels safe and comfortable

Students who are bullying others can expect that:

- Their behaviour will be challenged and dealt with as part of the whole school behaviour policy
- We will give them the opportunity to change their behaviour and support them in doing so
- We will give them the opportunity to make amends to the victim
- We will work with them to look at the reasons why they are bullying others
- We will offer the chance to work with people outside of school if appropriate
- They will have regular meetings with staff to monitor their behaviour

Students who have reported that they feel bullied can expect:

- That their concerns will be listened to
- That the situation will be dealt with as robustly as we are able

Ethos: Honesty, Openness, Trust

Values: Mutual Respect, Teamwork, Friendship, Independence, Equality, Perseverance

Students reporting incidents of bullying behaviour

We will provide various routes for students to report bullying that are simple and allow anonymity if desired.

- A drop box facility at various points around the school
- Each form group to have at least one designated senior student to listen and help those students who feel they are being bullied
- Reminding students regularly of the key staff who may well be best placed to help

Section 9

The use of mobile phones in school

- We are **committed** to keeping up to date with technology to support learning at KHS but only when used in a way that enhances learning and keeps all members of KHS community safe.
- We will provide **opportunities** for students and staff to engage with and develop new technologies where relevant.
- We encourage and support the **respectful** use of any technology to enhance learning as long as it follows school protocols and keeps everyone safe.
- We are committed to using new technologies that will bring about **excellence** in all of our work.
- We will provide advice on the safe use of mobile phones and will follow up issues with support and guidance. The PCSO may be involved in this follow up.

Photographs and Filming

Mobile phones should not be used at any time to take photographs or to film events unless permission has been specifically granted for this to happen as part of a learning activity. In particular, staff or other students should **never** be photographed or filmed. Under no circumstances should photographs/filming be uploaded on to social media. This will be treated as a serious infringement of this policy.

Within Learning Environments:

Mobile phones should always be switched off in lessons and inside the school building.

Where appropriate and at their discretion, staff may specifically plan to allow students to use them to enhance the learning in their lesson; for example to take a photo of their work. The use of mobile phones will be supervised by the class teacher in order to ensure they are used only in the agreed way.

Outside the classroom:

- Mobile phones and other electronic with music or games applications may **only** be used before school, at break time and lunchtime and **only** outside of the main buildings. No photographing or filming is permitted anywhere on the school site.
- Devices should be switched off and out of sight inside the building
- Students should not make personal phone calls or text messages during the school day as provision for contacting parents/carers is available through Student Services.

School trips

During school trips, visits, exchanges and other off-site activities the teacher in charge will outline any specific guidelines and arrangements for the use of mobile phones. These guidelines will be communicated with parents/ carers prior to the trip.

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Monitoring and Sanctions

If a member of school staff has any suspicion that a mobile phone has unsuitable material stored on it, the phone should be confiscated. The member of staff confiscating the phone should not look at the content but hand the phone to the DSL or deputy DSL. If unsuitable material is discovered, parents will be contacted and will be asked to collect it from school. The school retains the right to ask for access to material which may lead to a safeguarding concern or where it may bring the school or members of the school community into disrepute and will report any issues to the police as necessary.

If mobile phones are out during a lesson then the member of staff will ask for the mobile phone and this will be kept at the school office for collection at the end of the day.

A student who has taken their phone out again following a warning in the same day or lesson will be required to give their phone/device to a member of staff and will be able to collect it at the end of the day from student services.

On the second occasion a phone has been confiscated during a half term, parents will be asked to collect the mobile phone from school. We ask that parents support us in this so that students are aware that this is a shared responsibility.

Failure to hand the phone/device over to a member of staff when requested, will be dealt with as defiance/failure to comply with a reasonable request.

Responsibility for mobile phones:

School accepts **no** responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile phones. It is the responsibility of parents and students to ensure mobile phones are properly insured.