

Supporting Good Behaviour

At

Kingsdown School

Behaviour Policy
Section 2 - Procedures

Contents

1. Introduction	3
2. Classroom Behaviour	4
▪ Classroom strategies	
▪ Faculty Strategies	
▪ Pastoral Strategies	
▪ Overview of referral	
▪ Monitoring	
▪ Golden Rules	
▪ Behaviour for learning	
3. Behaviour Around the School	14
4. Detentions	15
5. The ‘On Call’ System	16
6. Pastoral Support	17
▪ Internal referrals	
▪ External referrals	
▪ Pastoral Support Programmes	
▪ Exclusion procedures	
7. Other Useful Policies and documentation	21

1. Introduction

Children challenge us in many different ways and it is that colourful variety that makes the job as rewarding as it is. Unfortunately, teaching some students can be more frustrating than enjoyable.

The purpose of this handbook is

- To clarify the School's policy on behaviour, rewards and sanctions
- Provide useable strategies for colleagues to use in the classroom

The underlying message that runs through the Kingsdown philosophy is that one of support and consistency.

It is clearly not a failing of the classroom teacher to seek support with an individual or group that are behaviourally challenging. Department and faculty colleagues, Heads of Department and Faculty, Heads of Year and the Senior Management Teams will all provide support for colleagues and students who require it.

The job of all staff is made considerably easier by adopting a consistent approach. Students feel more secure and are more observant of the School's policies as a result.

Staff have a responsibility to themselves and the school to support the systems that have been agreed. A consistent approach will help the students understand the expectations and provide a mutually supportive environment in which to work.

The recent Government White Paper, 'Every Child Matters', has at its heart, the safeguarding of children. The content of this document should be read by all those with a duty of pastoral care within the school. The are 5 main strands to the document that focus on; being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well being.

2. Classroom Behaviour

Although there is always an explanation for student's behaviour, the explanations are not easily identifiable. They can generally be categorised into the following 4 groups:

1. The student seeks attention

Why does she do it? *She lacks attention from adults; she does not know how to seek attention any other way; she knows such behaviour will attract attention.*

What does she want? *She wants to be accepted by the teacher and the class.*

What does she need? *She needs to learn how to attract attention acceptably: to attract attention for positive attitudes and behaviour.*

How does the teacher cope? *The teacher should make it clear that this behaviour is not acceptable, and minimise the attention given to it, while consciously highlighting any instances of good behaviour by the offending pupil and other pupils.*

2. The student seeks revenge

What does the pupil do? *She is silent, sullen, introverted; she is hurtful and abusive to those around her in a nonverbal, verbal and, possibly, physical manner.*

Why does she do it? *She believes the hurt and resentment she feels are resolved by aggression and antagonistic behaviour.*

What does she want? *She wants to protect herself by hitting out.*

What does she need? *She needs to experience a caring relationship, to learn how to express her feelings acceptably.*

How does the teacher cope? *The teacher should explain the consequences of aggressive behaviour on both the victim and the aggressor, listen sympathetically to the pupil, build up a relationship, and seek help from a member of staff with Counseling experience, consult with the parent.*

3. The student seeks to avoid failure

What does the pupil do? *He appears to be pressurised, fails to complete work, procrastinates, feigns disability, loses control.*

Why does he do it? *The work set does not match his abilities; he is placed in the wrong group; the teacher's (or his) expectations are unrealistic; he is a perfectionist; he is too competitive.*

What does he want? *He wants to avoid failure or the possibility of failing.*

What does he need? *His emotional problems need to be addressed; he needs reassurance, to be more assertive, to have good relationships with the teacher and other pupils.*

How does the teacher cope? *The teacher should bolster the pupil's self-confidence, emphasise the pupil's successes, provide extra help, break down the work set into smaller segments, explain that it is normal to make mistakes that people learn from their mistakes.*

4. The student seeks power

What does the pupil do? *He loses his temper, engages in heated arguments.*

Why does he do it? *He knows his rights, but not his responsibilities.*

What does he want? *He wants to assert himself, to be independent, a leader.*

What does he need? *His anger needs to be defused; he needs to be granted rights with responsibilities.*

How does the teacher cope? *The teacher should attempt to defuse the situation, to detail the consequences of such behaviour, to offer alternatives.*

In each of these cases, the teacher needs to consider a variety of strategies to cope:

Classroom Strategies

Action	Consequence	Persistence
Late to lesson	Teacher makes note in register	1. Inform HoD & Year Leader* 2. detention
Uniform worn incorrectly	Issue purple slip	Inform tutor and Year Leader
Lack of equipment	Teacher makes note in register	1. Note in h/w diary* 2. Ring parent* 3. Issue detention
Lack of work	Reprimand – check they understand what they should be doing	1. Note in h/w diary* 2. Ring parent* 3. Issue detention
Lack of homework	Reprimand – check they understood what they should be doing	1. Note in h/w diary* 2. Ring parent* 3. Issue detention
Out of seat	Reprimand – check they understand what they should be doing	'Park' with colleague, follow up before next lesson*. Standard Faculty Leader letter home – copy to file
Inappropriate noises e.g. Tapping on desks	Reprimand – check they understand what they should be doing	'Park' with colleague, follow up before next lesson*. Standard Faculty Leader letter home – copy to file
Taking other's equipment	Reprimand – check they understand what they should be doing	'Park' with colleague, follow up before next lesson*. Standard Faculty Leader letter home – copy to file
Distracting others	Reprimand – check they understand what they should be doing	'Park' with colleague, follow up before next lesson*. Standard Faculty Leader letter home – copy to file
Making inappropriate comments	Reprimand – check they understand what they should be doing	'Park' with colleague, follow up before next lesson*. Standard Faculty Leader letter home – copy to file
Shouting out	Reprimand – check they understand what they should be doing	'Park' with colleague, follow up before next lesson*. Standard Faculty Leader letter home – copy to file
Swearing	Strong reprimand	'Park' with colleague, follow up before next lesson*. Standard Faculty Leader letter home – copy to file
Uncontrollably rude, uncooperative behaviour	'On call' – request support from senior colleague via front office*	Faculty Leader / Year Leader / Deputy Head to pursue
Uncontrollably dangerous behaviour	'On call' – request support from senior colleague via front office*	Faculty Leader / Year Leader / Deputy Head to pursue
Using aggressive behaviour / fighting	'On call' – request support from senior colleague via front office*	Faculty Leader / Year Leader / Deputy Head to pursue
Swearing at a member of staff	'On call' – request support from senior colleague via front office*	Deputy Head to pursue

* - Blue slip must be completed

Reprimand - Where possible this should be done quietly and without the attentions of others

NB: There will inevitably be occasions when staff's professional judgement dictates that the above should not be followed – It will be the member of staff's responsibility to ensure that all sanctions are followed up appropriately.

- Use additional classroom organisation / management practices:
 - Greet the students as they enter reminding individuals of specific issues
 - Organise a non-negotiable seating plan
- Be persistent, **consistent** and determined in your approach. Changes will not be immediately apparent but with the support of all the staff within the school, you will make progress
- Use a hierarchy of discouragers:
 - Make eye contact, the look
 - Frowning
 - Raising eyebrows
 - Shaking the head
 - Naming the student
 - Hovering / move nearer the student
 - If they are talking while you are, ask them a question or show them an open hand and point to acknowledge you have noticed their behaviour
 - Quiet but firm word
 - Verbal warning – *"I'd like to see you at the end of the lesson..."*
 - Target set
 - Note in diary/ organiser to parents or a phone call
 - Child is moved nearer the teacher
 - Put out of class for a brief period
 - Park with a colleague
 - Fill in blue slip
 - Discuss with Faculty Leader
- Use positive management strategies
 - Talk, comment, engage, get to know them, greet them as they enter the room
 - Intervene early to reduce or remove trouble
 - Praise – use the rewards system
 - Break time – speak to students as individuals
 - Tutor time – get to know students personally
 - Get involved in school trips (residential)
 - Get to know them outside the classroom, take an interest in their involvement in extra-curricular activities
 - Act as a role model
 - Have a high profile around the school / corridors – be confident and **consistent**
 - Show that you don't like litter by picking it up
 - Support the prefects

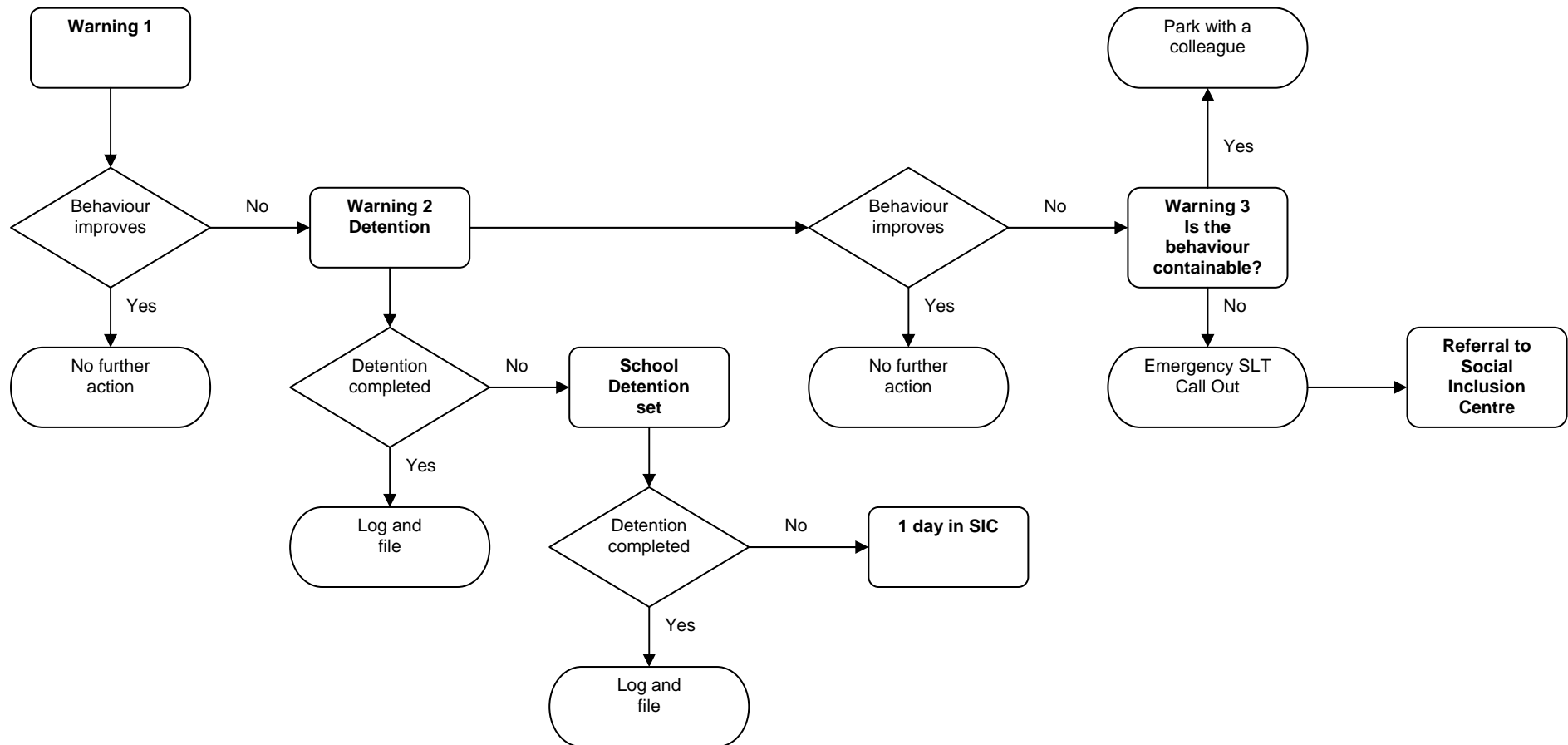
Faculty Strategies

- Arrange a 'parking system' within your teaching areas – if this is not immediately possible, discuss with colleagues the possibility of cross department support. You need to know for each lesson where you can remove students to
- Monitor the difficult and successful times, individuals, teaching styles and approaches for sharing of good practice
- Communicate with home for good work as well as issues relating to challenging behaviour (ensure Year Leader) is aware for data logging purposes
- Support consistent approach
- Where staff are on non-contact periods, an extra member of staff on the corridors at lesson change over is extremely valuable

Pastoral Strategies

- Set the scene each day in registration and assembly
 - Adhere to golden rules and draw attention to them regularly; particularly coats off, h/w diaries out, bags on floor, sit on seats
 - Ensure h/w diaries are prepared in advance and monitored regularly
 - Use prefects to carry out equipment checks, reward where appropriate
 - Discuss general issues with the group as necessary
 - Discuss concerns with parents regularly and log any contact
- Discuss blue slips with students
- Continue to explore all avenues of support and intervention for the students

Overview of Referral



Monitoring

Faculties and departments should discuss individuals on a day-to-day basis as necessary and establish a formal agenda item for each meeting for this purpose. The written feedback for this can then be easily conveyed to the year team(s).

Student	Concerns	Strategies used	Next steps

The year team(s) will be able to keep an overview, good practice can be shared and 'hot spots' and persistent offenders confirmed.

When specific individuals or classes have been identified, meetings of the teachers who teach them can be called and additional strategies put in place.

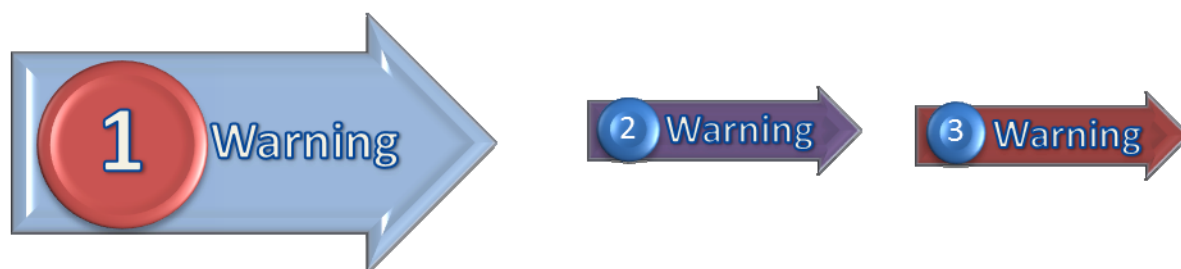
The only way the system will be successful is if all staff support a **consistent** approach at all levels.

The database set up to record detentions that have been completed by students is able to generate detailed reports relating to detentions and should be used by Year Leader and Faculty Leader regularly in order that they may support colleagues and identify persistent offenders for increased levels of attention.

All incidents must be recorded on the schools standard monitoring form, the blue slip. Once completed the teacher should pass to their Faculty Leader for support, there may however be exceptional circumstances that requires the information to go directly to a senior member of staff.

Data logging is essential as it provides us with a picture at any given time of the child's behaviour in school.

Behaviour for Learning



Reprimand or warning 1 (to be issued immediately, at morning break, lunch time or briefly after school)

- Late to lesson
- Poor organisation, uniform or equipment
- Talking in class while someone else is
- Moving around the class without permission
- Too much 'off-task' talking
- Offensive language or answering back
- Making inappropriate noise
- Minor thoughtless or inappropriate behaviour
- Chewing or eating in class
- Shouting out



Faculty / Year or School detention 1

- Repeated behaviour at warning level 1
- Refusing to complete work
- Constantly ignoring instructions
- Damaging equipment or others property
- Repeated name calling
- Using mobile phone
- Repeated failure to complete homework
- Smoking
- Off-site without permission
- Failing to follow prefects' instructions



Removal from lessons

Parking

- Repeated behaviour at warning level 2
- Serious disruption of a learning activity
- Offensive language directed at another person
- Violent or dangerous behaviour
- Serious vandalism / damage to equipment

On Call

- Threatening behaviour towards other students
- Threatening behaviour towards staff
- Stealing
- Refusing to accept parking
- Being parked from several lessons



4 Internal or External Exclusion

- Persistent failure to comply with school rules
- Stealing
- Swearing at a member of staff
- Unprovoked or serious assault
- Malicious vandalism / damage to equipment
- Drug or alcohol related incidents
- Sexual misconduct
- Assault against a member of staff

3. Behaviour Around the School

As part of their contractual obligations, staff are required to be on duty one break time each week, and either before or after school once a week. The duty schedule is drawn up and monitored by the respective Head of Year.

Staff are also asked to supervise students at lunch time. For this extra duty, payment is made in addition to a duty lunch allowance for that day.

Between lessons, students can get a little noisy and boisterous if unchecked.

Greeting your class by the door is not only a good way of judging their mood as they enter, but is also an ideal way of encouraging good behaviour on the corridors.

Positioning yourself at key places around the school at lesson changeover and encouraging the flow of students is also very helpful to encouraging positive behaviours around the school. Praise good behaviour such as opening doors and general courtesy as well as highlighting concerns. Where all staff adopt a **consistent** approach, the job will become easier.

Pupils should **not** be encouraged to leave the classroom unless it is absolutely necessary. It is not necessary to leave in pairs to take messages, go to the toilet, etc. *Please use your discretion.* If a student does leave your room during the lesson, please be sure to mark their homework diary in the appropriate place.

It is at times necessary to exclude stunts from the school site over a lunch period. If this is without the parent's agreement and following a specific incident, the terms of the exclusion should be much the same as for an exclusion from school with a fixed period and a review meeting. Please see notes late under the exclusions section.

4. Detentions

Faculty & Year

Staff should try to use other discouragers first. It is the responsibility of all staff to supervise on termly rota basis on the following ratio –

Part time	1
Full time	2-3
Post of resp	3-4
Fac Leader	3-4
Year Leader	3-4

Please ensure detention forms are placed in the Detention Box in the staffroom by 10.30am on the day that it is to be served.

Student Advisors will take responsibility for administration, both during and after detentions.

School Detentions

Issued for serious breaches of school rules by senior staff on behalf of their faculty members where necessary. This system is monitored by the Deputy Headteacher Student Services.

5. The Emergency On Call System

The On Call system is to be only in extremis and only if no other strategies appear to work.

To be used if:

- A student is using threatening behaviour towards another student
- A student is using threatening behaviour towards a member of staff
- A student swears at a member of staff
- Despite all attempts, a student fails to remain in their seat and disrupts the learning of the class as a result with no sign of abating
- A student overtly undermines the authority of the teacher – shouting at the teacher, encouraging others to follow suit with no sign of abating

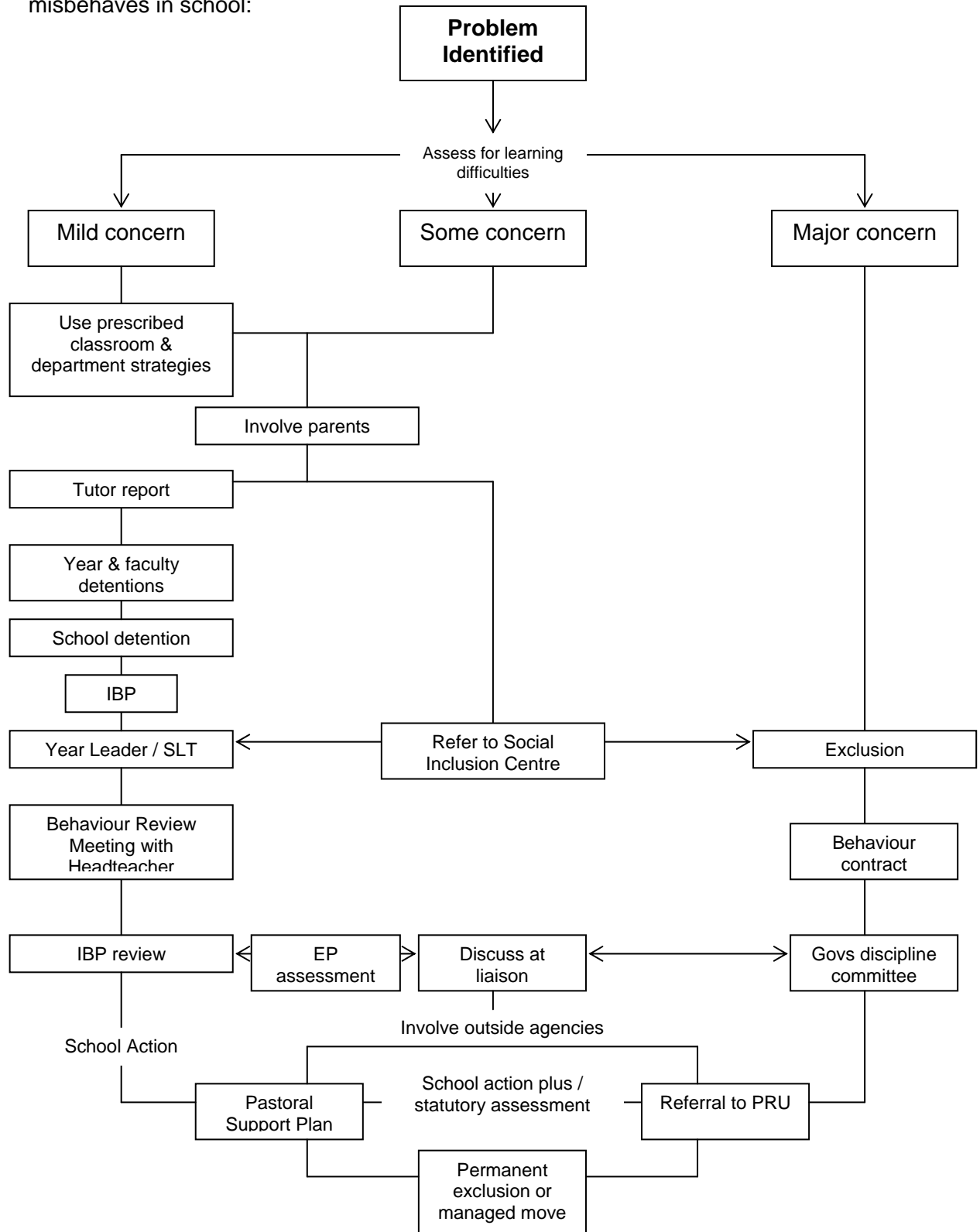
Not be used if a student is failing to work, arrives late to the lesson, has forgotten equipment or homework etc. If in these circumstances you are unable to improve the student's behaviour, use the pre-arranged system within your faculty for 'parking the student elsewhere.

Always:

- Ensure that the student has work that they can complete once they have been collected
- Wait for someone to collect the student – don't send them
- Meet with the student prior to the next lesson and go through the incident with them explaining why you took that course of action and how improved behaviour could prevent this from happening again
- Complete a blue slip and pass on to the Faculty Leader

6. Pastoral Support

The diagram below shows the pastoral processes that are followed when a student misbehaves in school:



School Action

This provides interventions that are different and additional to the whole school behaviour policy.

Individual Behaviour Plans (IBP) should contain:

- Short term targets set with pupil and parent
- Teaching strategies to be used
- Provision
- Review dates
- Outcomes

School Action Plus

This provides interventions that are in addition to those used at School Action.

SA+ IBPs should contain all of the above and:

- Education Welfare Service
- Education Psychology Service
- Child & Adolescent Mental Health – Marlborough House
- Secondary Outreach – Behaviour Support
- Connexions Personal Advisor Support
- Other Voluntary Agency group

A request to SENRAP should also be considered for additional funding to support the student.

As a result of the referrals and exclusions processes, both internal and external there is a clear need to ensure that paperwork is completed following incidents and that logging is kept up to date.

Pastoral Support Plan (PSP)

For detailed notes on this, please refer to the Guidance and Templates booklet on setting up PSPs.

Once a student has been identified as requiring the support offered by a PSP, the coordinator, Year Leader, will begin making arrangements for the PSP to begin.

The initial meeting should involve:

- The student
- The Parents / carers of the child
- Head of Year
- Student Advisor
- Representative from the LA (Inclusion Officer)
- Social Services (if appropriate)
- Other professionals already involved with the individual

At the meeting the following should be agreed:

- Specific manageable and realistic targets – it is likely that these will need to be broken down into smaller achievable tasks that are easily quantifiable
- How the PSP will be monitored
- The date of review meeting with all involved
- Strategies for support and intervention

After the meeting the School will:

- Implement the programme ensuring that it has been shared with all those teaching the student
- Year Leader to review with student weekly and feedback to parent
- SA to monitor progress more regularly using student observation sheets

Examples and blank pro forma are available from Deputy Head Student Services

Social Inclusion Centre

- Referrals - The relevant Year Leader will refer students to the SIC based on recently observed behaviours. Students may be persistently disturbing the learning of others, or may have been involved in a serious incident that merits isolation.

Managed Moves

- Referrals - Year Leaders will through the Commissioning Board Make referrals using the CAF process through the FAP.

Exclusion Procedures

- Fixed term - Serious offences, e.g. swearing directly at member of staff, unprovoked assault, theft. Usually tutor (or Learning Manager) attends with Headteacher. Please contact SLT immediately for serious matters to be dealt with. A student will remain out of class initially, whilst the matter is investigated. During this period the school has an obligation to provide work for the excluded student.
- Permanent - Very rare, but potentially very difficult. Again, accurate student information is vital.

Kingsdown School works within the guidance set out by the DCSF on exclusions; this is explained in full at:

<http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance2007/>

Exclusions – The Role of the Governors

Statutory role

The Governors must have established arrangements that are discharged via its discipline committee, to promptly review all:

- permanent exclusions
- fixed-term exclusions which would lead to a pupil being excluded for over 15 days in a school term
- fixed-term exclusions which would lead to a pupil missing a public examination
- fixed-term exclusions that would lead to a pupil being excluded for over five days but not over 15 days in a school term, where the parent has expressed a wish to make representations

In each case the Governors must decide whether or not to reinstate the pupil if appropriate, or whether the Head Teachers' decision to exclude the pupil was justified.

In these cases, 3 Governors from the discipline committee, not including the Headteacher, convene a meeting giving the appropriate notice to parents, to consider the grounds for the exclusion. The school will provide evidence in the form of a written paper that will have been received by all parties prior to the meeting. The paper will be presented to the Governors at the meeting who will have an opportunity to question the evidence. Please refer to the agenda for Governors Discipline Hearings.

Kingsdown good practice

Where a student has been excluded on more than one occasion, the Headteacher may consider it appropriate to call a Governors Discipline Meeting. This is not to consider the appropriateness of the exclusion, but to discuss possible alternative strategies that could support the student's education.

In these cases, 3 Governors from the discipline committee, including the Headteacher, convene a meeting giving the appropriate notice to parents, to consider next steps. The school will provide evidence in the form of a written paper that will have been received by all parties prior to the meeting.

The Governors role in these meetings is one of support for the school and the Headteacher. Governors can not make decisions to exclude or lengthen periods of exclusion; these are decisions for the Headteacher.

7. Other Useful Policies and Documentation

Please also refer to:

- Uniform Policy
- Bullying Policy
- Equal Opportunities Policy
- Home School Agreement
- ICT Acceptable Use Policy
- Staff Handbook
- Student Year Books
- Homework Diaries and Organisers
- SEN Register
- SIMS.net Behaviour Management database
- Attendance Policy
- Register of support services