



## Kesteven and Sleaford High School

A Robert Carre Trust School

For Clerk's Use Only			
School Policy			
Date of last review	February 2018	LGB Sign off date	21/2/18
Next Review	February 2020	Board/LGB/SLT Sign off date	
Notes:			

## Behaviour Policy

### INTRODUCTION

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.

### 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.

### PRINCIPLES

The Governing Body believes that in order to enable effective teaching and learning to take place, good 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;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based upon mutual respect;
- Ensuring fair treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging a positive relationship with parents and guardians to develop a shared approach and to involve them in the implementation of the school's policy and associated procedures.

### 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 there is no different application of the policy and procedures on any grounds, 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.



## **Head of School**

The Head of School's role is to determine the detail of the standard of behaviour acceptable to the school, to the extent that this has not been determined by the governing body. 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 for others, and to prevent all forms of bullying among students;
- secure an acceptable standard of behaviour;
- regulate the conduct of students;
- ensure systems are in place to support staff who may find classroom management difficult.

## **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 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 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.

## **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 and making provision for students with Special Educational Needs. There must be challenge 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 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.

## **Head Girl/Boy, Deputy Head Girls/Boys and Senior Prefects**

The Head Girl/Boy, Deputy Head Girls/Boys and Senior Prefects should ensure that the school rules in relation to behaviour are complied with by students and are authorised to administer rewards and sanctions as appropriate.

## **Parents and Guardians**

Parents 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.

## **Students**

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

## **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 and to 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

### **Merits/ House Points**

- Merits are awarded for good work, consistent 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 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;
- Award for the highest merit achiever (Term 6 only)
- 100% attendance awards (Term 6 only);
- School Colours for representing the school in extracurricular 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 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 SIMs

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.

### **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
- Be set extra work;
- Lunchtime detention;
- Removed from the classroom for a cooling off period (no more than 5 minutes) 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. On no account will whole class detentions 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.

### **Call Out**

If a student has been warned twice and the card signed twice but still fails to obey an instruction then the member of staff should send the student, with a reliable person from the group, to the member of the Leadership Group on call. The rota will be published annually. The staff room and Reception will have copies.

### **Incident Reports**

For serious incidents (fighting, racist behaviour etc) an incident report **MUST** 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).

### **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.

### **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.

### **Permanent Exclusion**

This is used as a last resort when all other strategies, sanction and support have failed.

## **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.

### **All Adults**

All adults, including the Head Girl/Boy, Deputy Head Girls/Boys and Senior Prefects, associated with the management and operation of the school are responsible for carrying out the roles and responsibilities as detailed above.

### **Students**

All students will be responsible for their own behaviour as detailed above.

### **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 (e.g Kirkland Ravell survey).

The effectiveness of strategies to promote good learning through:

- Lesson Observation
- Quality assurance systems (e.g. work scrutiny, learning walks)
- On a daily basis by Heads of Year, 2 Heads of Subject and the Leadership group as they walk around school.

### **Reviewed by CT**

**Approved by the KSHS Local Governing Body on 21 February 2018**

**Review date: February 2020 (2 years)**