

# CIRENCESTER KINGSHILL SCHOOL

## SCHOOL DISCIPLINE AND BEHAVIOUR POLICY

### INTRODUCTION

Our stated aim is 'striving for excellence'. Positive behaviour is an essential foundation for an effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. This policy was revised in consultation with staff, pupils, parents/carers and governors.

<b>Our Values</b>	<b>As staff</b>	<b>As pupils</b>
We <b>value</b> our school and its environment, treating all who work in it with <b>respect</b> and <b>courtesy</b>	We greet you at the start of each lesson and register you with a greeting We keep our classrooms clear and tidy We show basic manners, courtesy and kindness We regard our roles as teachers with professionalism and show clear boundaries/expectations We treat each lesson as a fresh start We recognise that everyone is different but try to show consistency and fairness	We greet our teachers and respond to registers with a greeting We keep our classrooms clear and tidy We avoid littering We show basic manners, courtesy and kindness We wear our uniform correctly and with pride We show self-control in difficult circumstances ensuring behaviour does not escalate We recognise that everyone has a right to learn
We are prepared to work and to learn with <b>endeavour</b>	We will arrive on time to our lessons We carefully plan our lessons and are prepared for your learning We mark your work in a way that helps you reflect and improve We will recognise and plan for your individual strengths and needs in the classroom We will follow the homework and marking policy We will use and respect feedback from the whole staff team	We have our equipment and arrive punctually We meet our deadlines for class and homework We respond to feedback, developing our work in response to teachers' suggestions We 'dig deep' and keep going even when it is tough, asking for help
We make the most of opportunities to develop our skills and experiences; we look for ways to <b>enjoy</b> school	We provide extra-curricular clubs and enrichments We share our passions and expertise We will use praise and rewards, recognising your achievements and efforts We support pupils to make the most of their time at Kingshill	We involve ourselves in clubs, events and enrichments We share our passions and expertise – buddying, young leaders We aim to think in a positive manner towards others and about themselves
We <b>accept, recognise</b> and <b>celebrate</b> our differences	We deal with you sensitively, taking time to get to know the 'whole' pupil We recognise where you may need more help or support We work with other agencies to gain further support We will make lessons inclusive and challenging for all We will encourage positive attitudes towards all members of our school community We understand how differences can impact and make appropriate adjustment	We support our fellow pupils We avoid unkind or unpleasant comments We use appropriate language
We develop high ambitions and <b>aspirations</b>	We provide opportunities through trips and visits We set you targets – academically and socially – through teaching and tutoring We are supportive and encouraging through failure and success	We set goals and develop our ambitions We are truthful We plan for life beyond Kingshill

**Our School Ethos:** (the foundation): as a school community, we all '*strive for excellence*'. We do this by challenging ourselves to be the best we can, to be supportive of others in doing so and by being tolerant of everything that makes us all unique.

## PARENT/CARER

All parents/carers have the right to:

- Expect their children to be safe, secure and respected in school.
- Appeal to the headteacher/governors via the school's complaints procedure (see school website), and beyond that to the Secretary of State, if they believe that the school has exercised its disciplinary authority unreasonably.
- Be kept informed about their child's progress, including issues relating to their behaviour.
- Be listened to when complaining about the way the school has handled an issue and to receive a fair and prompt response.

All parents/carers have the responsibility to:

- Respect the school's behaviour policy and the disciplinary authority of school staff, including making arrangements for their child to get home from an after school detention where necessary.
- Help to ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- Send their child to school punctually every day, suitably equipped, fed, rested and clothed according to the school's uniform policy.
- Ensure school staff are aware of any Special Educational Needs or other personal factors which may result in their child displaying behaviours outside the norm.
- Be prepared to work with the school to support their child's positive behaviour.
- Attend Parents' Evening and other meetings with school staff, if requested.
- Ensure that their child has the necessary facilities to complete homework/revision and encourage him/her to complete it to the best of his/her ability and on time.

## REWARDS

Rewards, praise and encouragement are amongst the most powerful aids to teaching, maintaining high standards of work and behaviour and fostering a positive school ethos.

It is the teacher's responsibility to praise students whenever possible. This may be during lessons, when marking books or other assessments and around school. Research clearly shows that the most effective positive behaviour modification occurs when the praise to rebuke ratio is in excess of 3:1 for both learning and behaviour.

All staff should be familiar with, **and apply fairly and consistently**, the school reward system. We must try to ensure that hard working middle ability students are recognised for their efforts as equally as the high fliers or students with behaviour management or learning difficulties. Whilst each faculty has its own set of rewards, the general principles are as follows:

### **Commendation stamps/stickers**

- Given for good effort with class work, homework or excellent contributions in class.
- Commendation certificates are awarded in assembly when pupils reach 5 stamps.
- Bronze, Silver and Gold certificates are presented in each year group at Key Stage 3 as pupils reach target numbers of commendation certificates.
- Every two terms, the commendation shield is awarded to the tutor group with the most commendations. At Key Stage 4, commendations, positive referrals and postcards home should be added together for the results of the commendation shield.

### **Positive referrals**

- Given for two or three commendation stamps or for outstanding class work, homework or exam success.
- The number of positive referrals is recorded on pupils' pastoral reports at the end of each year.
- Positive referral slips should be displayed on the tutor group notice board each term, at the end of which pupils may take them home.

### **Postcards**

- Given for consistent effort over a term or outstanding piece of work.
- The number of postcards is recorded on pupils' pastoral reports at the end of each year.
- NB Postcards are sent by faculties as well as the pastoral system.

### **Celebration Events**

- Each September and January pupils are told the criteria for attendance at the Celebration Events e.g. Effort grades.
- Those pupils who then achieve such high standards will be invited to a Year Group celebration event at Christmas and Easter.

### **Extend Awards**

- Certificates are awarded to pupils who regularly attend after school extra-curricular activities.
- The number of extend awards is recorded on pupils' pastoral reports at the end of each year.

### **100% Attendance**

- Every two terms, certificates are awarded to pupils with 100% attendance.

### **Service to the School**

- When pupils have contributed to school life above and beyond what would normally be expected, they will receive a Service to the School certificate.

### **'Congratulation' Letters**

- These are sent at the discretion of the Head of Year for excellent/improved Progress Reports.

### **Awards Evening**

- This event is held once a year at the end of the summer term. Faculties nominate pupils in years 7 – 10 using the categories of Outstanding Achievement, Consistent Hard Work or Significant Improvement. This acknowledges the success of about 25% of each year group.

**Awards Assemblies**

- These follow on from the Awards Evening with another 25 – 30% having their success celebrated.

## School Behaviour Stages – Graduated Response

## No SEN Identified

## Identified SEN

### ASSESS - PLAN - DO - REVIEW.

5

PEX or change of placement.

4

“Presents emotional / behavioural difficulties which substantially and regularly interfere with the child’s own learning and / or that of others.”

- Pastoral Support Plan initiated
- Governors’ panel held (Discipline Committee)
- Impact review of all previous interventions
- Escalation of exclusions
- Referral to SCAPS / consideration of managed move
- Referral to outside agencies
- Monitored by HOKS / SENCO

- Emergency Annual Review
- Supported transition to alternative placement
- Impact review of all previous interventions
- Work alongside other external agencies

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“Persistent emotional / behavioural difficulties which are not significantly reduced through strategies used below.”

- Extended time in SSR / Intervention Room
- HOKS / HOY meetings with parents
- Initiation of IBP
- Referral to outside agencies, inc. Ed Psych
- Assessment of need. My Plan / My Plan +
- Fixed Term Exclusion
- Teacher Guidance Sheet
- Allocation of mentor
- Raise awareness of concerns with Chair of Governors’ Discipline Committee

- Adaptations to curriculum / timetable
- Emergency Annual Review to identify additional support
- Explore and review suitability of placement
- Intensify support in school

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“Frequently affecting others and own learning.”

- Tutor / HOY to inform parents / carers
- Use of Report Card / clarify targets
- Referral to SSR / Intervention Room
- Mentor assigned
- Referral to SENCO

- Advice / support from external agencies
- MP / MP+ reviewed and adapted if appropriate
- EHCP application if appropriate
- SENCO / teacher liaison to review / modify strategies

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Classroom management (appendix 1).

- Follow procedures in line with policy
- Persistent low-level disruption, limited to one area dealt with by HOF

- Classroom management differentiated to meet needs
- Pupil IEPs used to inform approaches
- TA support
- Use of MY Plan / My Plan + / EHCP / IEPs

Please Note: This is not an exhaustive list but an overview of actions / provisions to be considered.

## **Individual Behaviour Plan (IBP)**

An IBP will automatically be set up in a meeting with parents/carers if a pupil has had a fixed term exclusion or if a pupil is moved from School Aware to School Action following a prolonged period of concern. The plan will be circulated to all staff and targets reviewed in a tick box format after 8 and then 16 weeks. Failure to make sufficient progress while on the IBP would be likely to result in a Pastoral Support Plan.

## **EDUCATION AND INSPECTIONS ACT 2006**

Following the enactment of the Education and Inspections Act 2006 there have been significant changes to the power of schools to discipline pupils:

### **Key Points**

#### **Expectations for positive behaviour off the school site**

At Cirencester Kingshill School we have high expectations of the behaviour of our pupils when off school premises. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

To that extent, the school has the right to act:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses.
- To secure behaviour which does not threaten the health or safety of pupils, staff or members of the public.
- To provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school.
- To provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

In addition, the use of defamatory or intimidating messages/images (electronic or otherwise) inside or outside of school will not be tolerated and disciplinary sanctions are likely to be applied to perpetrators as appropriate.

#### **Abuse or intimidation of staff outside school**

Cirencester Kingshill School will not tolerate abuse or intimidation of staff by pupils when not on the school site, and when not under the lawful control or charge of a member of staff of the school. The school has the right to apply disciplinary sanctions as appropriate at a suitable time when the pupil is in school.

#### **Confiscation**

All adults employed by the school have the right to confiscate the following items: mobile phones, personal music players, inappropriate items of jewellery or clothing (such as a cap or a cardigan). **NB: Mobile phones and personal music players are to be switched off and out of sight during the school day. Pupils will have the item confiscated and will receive a detention if they are seen by staff.**

*It should also be noted that it is not appropriate for staff to have their mobile phones switched on whilst they are teaching.*

Confiscated items must be returned at the end of the school day, or later if parents/carers are informed. Valuable items should be stored in the Head's area.

Exceptions to the above include material that is inappropriate or illegal for a child to have such as cigarette lighter, racist or pornographic material. This material should be referred to the relevant Head of Year who will decide on the most appropriate action to take, followed by a letter to parents/carers confirming the reasons for such action.

A pupil might reasonably be asked to turn out their pockets or to hand over an item such as a personal music player that is causing disruption, and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate.

It should be noted that, while confiscation of a mobile phone is legitimate if reasonably and appropriately done so, searching through a phone or accessing text messages without the pupil's permission is not. In some circumstances it may be reasonable for a member of staff to ask a pupil to reveal a message for the purpose of establishing whether cyberbullying has occurred, for instance, but if the pupil refuses then the member of staff should not enforce the instruction. The staff member can, however, legitimately issue a disciplinary penalty for failure to follow a reasonable instruction if appropriate.

Headteachers, and staff they authorise, now have the power to search pupils without consent where there are reasonable grounds for suspecting that a pupil has a knife or other weapon (Section 550AA, Education Act 1996: inserted by Section 45, Violent Crime Reduction Act 2006). However, at Kingshill, we regard this power to be the duty of the police who would be called in the event of a pupil's refusal to cooperate.

## **Detentions**

### **In school detentions**

- For minor offences, pupils can be detained for a maximum of 10 minutes at breaktime or lunchtime by subject staff.
- If pupils are to be detained for the whole of their lunchtime, arrangements should be made for them to have their lunch. Such a detention would usually take place in the Student Support Room by prior agreement.

### **After school detentions**

Detentions are lawful if:

- pupils and parents/carers have been informed that the school uses detentions as a sanction and
- whilst the Education Act 2011 gives schools the power to detain pupils outside school hours without notice, Kingshill School will give parent/carers 24 hours' notice.

After school detentions will last for 30 minutes (Lower/Upper School and Faculty) or an hour (Senior).

## **MONITORING AND EVALUATION**

Monitoring of the policy will be by regular discussions about behaviour at School Council, Middle and Senior Leaders' meetings and Governors' meetings when appropriate.

Evaluation of the policy will include analysis of data including:

- Permanent and Fixed-term exclusions (see Exclusions Policy)
- SSR figures
- Recorded incidents

The policy will be reviewed annually.

***If appropriate: you may want to read the following policies in conjunction with this policy. The Accessibility Plan, Anti-bullying Policy, Child Protection Policy, Looked After Children Policy, Equality Policy, E-safety Policy, Exclusion Policy, Offensive Weapons Policy and the Substance Misuse Policy.***



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## SCHOOL DISCIPLINE AND BEHAVIOUR POLICY

Reviewed by D. Christopher / J. Morland \_\_\_\_\_ June 2022 (Date)

Adopted by Governors \_\_\_\_\_ (Sign)  
(Date)

Review date \_\_\_\_\_ June 2023

Appendix

**Head of Key Stage 3** – Mrs D Christopher

**Head of Key Stage 4** – Mr J Morland

**Head of SEN** – Mrs G Cannon

**Inclusion Manager** – Mrs J Paddock

**Assistant to the Inclusion Manager** – Mrs J Ball

**Learning Advisors** –Mr J Smith and Mrs A Lambrou