

BEHAVIOUR AND DISCIPLINE POLICY

Date January 2013

Date for review January 2014

Governors' Statement of Principles

The Governors of KINGSDOWN SCHOOL believe that the school Behaviour and Discipline Policy should reflect the following principles:

1. KINGSDOWN SCHOOL provides a safe environment in which all pupils are supported to achieve their potential, academic and social, and are provided with support to overcome any barriers to learning they may face.
2. Respect – for each other, staff and other adults they may come across in the course of their school life and for their environment is at the heart of the school's ethos.
3. Pupils are prepared to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self discipline and to take responsibility for their actions.
4. All members of the school community have the right to expect a clear Code of Conduct with accompanying rules and regulations which are well publicised, clear and consistently implemented.
5. The school works in partnership with parents/carers and families and with other agencies who may be involved with a pupil.
6. The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups.
7. The school Behaviour and Discipline Policy should be based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and appropriate wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.

The Behaviour and Discipline Policy should be read in conjunction with the following policies

- Anti Bullying
- Positive Handling
- Teaching and Learning
- SEN and Inclusion
- Equalities
- Safeguarding including allegations
- Complaints

Staff at KINGSDOWN SCHOOL have the right to regulate pupil behaviour and to impose disciplinary sanctions when pupils fail to observe the school Code of Conduct or other rules and regulations. The school seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a calm, ordered environment where teachers can teach and pupils can learn. In accepting a place at the school parents/carers agree to support the school in the implementation of the Behaviour and Discipline Policy.

Anti Bullying

KINGSDOWN SCHOOL is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school's policy on Anti Bullying can be found in the anti bullying policy.

Use of Force

We aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil's upper body in order to guide or reassure. In accordance with the Education and Skills Act 2006 all staff may on occasion need to control or in extreme circumstances restrain a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body an Incident Report form will always be completed and parents informed. If a pupil requires restraint parents will always be informed and a full debrief of pupil and staff involved held. All staff are trained in TEAM/TEACH BILD accredited safe restraint.

(For more information see Positive Handling Policy)

Screening and Searching

The Code of Conduct and associated School Rules make it quite clear what items are prohibited at KINGSDOWN SCHOOL. The staff reserve the right to screen all pupils for banned objects – this may involve asking pupils to turn out their bags, searching lockers, using a hand held wand or arch.

It may occasionally be necessary to search a pupil with their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items.

- Searches will be carried out of sight of other pupils
- Suspicion may be aroused:
 - As a result of a positive screening
 - Because a pupil is acting suspiciously (eg attempting to hide something)
 - As a result of a 'tip off' – by a parent/carer or another pupil
 - Because of something said by the pupil
- There will always be two members of staff present when a search takes place. Both members of staff will be of the same sex as the pupil.
- Pupils will **NOT** be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the search pupils will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched or if they abscond the Police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and the Police called.
- All searches will be logged

- name, year, sex, ethnicity of every pupil searched
 - grounds of suspicion
 - time and place
 - who searched
 - who else was present
 - what if any reasonable force was used, and if so why
 - how the search began and progressed
 - the pupil's responses and how staff managed them (e.g. steps taken to calm the pupil)
 - outcomes and follow-up actions.
- Parents/Carers will always be informed if a pupil has been searched and the result of that search.

Pupils will NOT be searched without their consent – if the school has reason to believe the pupil requires searching and he/she refuses consent the Police will be called and parents/carers informed.

(For more information see DfE Guidance

<http://media.education.gov.uk/assets/files/pdf/s/screening%20searching%20and%20confiscation%20guidance%20%20%20for%20school%20leaders%20staff%20and%20governing%20bodies.pdf>

And Kingsdown Screening and Searching Policy.

Confiscation and Disposal

Staff at KINGSDOWN SCHOOL have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However on occasions this will not be appropriate and in those cases the following principles will apply.

Illegal items (weapons or substances) will be handed to the Police

Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs eg chewing gum) will be disposed of.

High value items (£20+) eg mobile telephones, MP3 players etc, which are confiscated will be held securely until a parent/carer makes arrangements to collect them.

Low value items will be disposed of.

Behaviour out of School

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

KINGSDOWN SCHOOL cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve KINGSDOWN SCHOOL pupils.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO and dealt with using the Surrey procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the headteacher the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred

to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on Safer Working Practice in order to minimise the risk of allegations being made.

Code of Conduct

The Code of Conduct is attached as an Appendix. It is prominently displayed in all classrooms. There is ongoing dialogue between staff and pupils about the Code which ensures it is consistently understood and applied.

Promoting good behaviour

At KINGSDOWN SCHOOL we believe that good behaviour needs to be modelled and taught. All staff(including support staff) have access to a range of CPD opportunities to develop their behaviour management strategies and skills Suggested strategies for promoting positive behaviour are available in the Appendix and regularly reviewed and discussed. We encourage staff who are experiencing difficulties with individual or groups of pupils to discuss and share practice ideas.

We recognise the need for good behaviour to be 'taught' and ensure that appropriate behaviour is discussed with in the whole day curriculum (assemblies, tutor time, PSHE etc) as appropriate. We also ensure that pupils new to the school (whether Year 7s or newly arrived pupils) are fully inducted into the expectations of the school and that they understand the behaviour policy.

Rewards

KINGSDOWN SCHOOL believes that rewarding desired behaviour is more effective than sanctioning unacceptable behaviour. The school has a range of rewards available (see Rewards section in Appendix)

Sanctions

Teachers, teaching assistants and other paid staff with responsibility for pupils at KINGSDOWN SCHOOL have the legal power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. They may impose any reasonable and proportionate punishment.
(see Sanctions Hierarchy in Appendix)

Detentions

Notice of an after school detention will normally be given and communicated to parents via a phone call. Pupils will normally be expected to attend a detention on the date and at the time set . However the school will endeavour to respond positively to parents when a request is made *in writing* for a deferment due to a valid, serious commitment (ed medical or dental appointment). No notice detentions will not normally be given but maybe imposed if part of pupil's Individual Behaviour Plan.

Pupils whose poor behaviour disturbs their learning will be given the opportunity to make up lost time at break or lunch time but if they continue to misbehave they will be expected to stay after school or on Friday afternoons.

Parents

KINGSDOWN SCHOOL aims to work in partnership with parents at all times. Parents are expected to support the school in upholding the school rules and creating an orderly climate for learning. They have the right to be informed promptly of any emerging difficulties their children present. They have particular responsibilities in ensuring regular and punctual attendance at school and in ensuring their children are in the right place during any fixed period exclusion. Parents are expected to attend a Reintegration Interview following any period of fixed period exclusion. On admission to the school all parents are given a summary of the school behaviour policy and directed to the school website where they can find the full policy. Acceptance of a place at the school implies parental support for the implementation of the behaviour policy.

Pupils requiring additional support

KINGSDOWN SCHOOL recognises that our pupils require additional support in order to conform to the expectations of behaviour of the school. Our Code of Conduct, rewards and sanctions are designed to meet the needs of pupils with BESD. In addition we provide small group, carefully differentiated teaching and close supervision in unstructured time. We believe that if pupils are able to experience success and not blamed when they have difficulties they will be motivated to continue trying

Pupils who require additional support may be:

- Offered support from a mentor with individual targets which will be regularly monitored. These may be recorded on a Report card or an Individual Behaviour Plan or a Pastoral Support Programme
- Offered a personalised learning programme

The schools regularly reviews all pupils in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact (eg CAMHS, Social Care, Education Welfare, Youth offending Teams etc)

Data

The school collects a range of behaviour data including

- Exclusions
- Attendance and punctuality
- Incidents and sanctions

Data is analysed at individual pupil level by tutors and the HT and is used to inform referrals to school based interventions, IEPs and referrals to outside agencies.

Data is analysed on a whole school basis by the HT and is used to identify 'hot spots', monitor trends and performance against targets and to inform changes in policy and procedure. Data is also monitored to ensure the school meets its statutory duties with regard to the Equalities Policy.

Data is presented to whole staff meetings and Governors in order to support the evaluation of the impact of the policy.

Exclusions

KINGSDOWN SCHOOL is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted believing that rewarding poor behaviour with a 'day off' is counter productive. Where exclusion is used the school conforms to DfE Guidance.

If pupils are the school will provide work – it is the parent's responsibility to ensure the pupil completes the work and returns it to the school for marking (NB parents can be fined if pupils are found in a public place during an exclusion)

Reintegration interviews are considered to be a vital part of the reintegration process and provide parents, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents do not attend a scheduled reintegration interview additional measures may be taken to facilitate their full participation in the process.

Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies.

Review and Evaluation

This policy is subject to regular review and evaluation by:

Governors – challenging HT data reports and by regular visits and walkabouts.

HT – analysis of behaviour data

Staff – questionnaires, staff meetings

Parents (via questionnaire, complaints and positive feedback)

Pupils – feedback via questionnaires and meetings (individual and group)

APPENDICES

- 1. Code of Conduct**
- 2. Rewards**
- 3. Sanctions hierarchy**
- 4. Strategies for promoting positive behaviour.**

APPENDIX 1

KINGSDOWN CODE OF CONDUCT

Attend school and lessons regularly and punctually

Wear the correct uniform

Show respect to staff and peers and the school environment

Make an effort to produce the best work you can in class and for homework

Stay in class.

REWARDS

- Department certificates
- Vouchers

END OF YEAR REWARDS

- Department certificate and vouchers
- Keystage 3 and 4 outstanding student award (awarded to one pupil from each keystone)
- Best Attendance

WEEKLY – STUDENTS TO CHOOSE ONE FROM THIS LIST:

- U-tube open for a limited amount of time
- Games open for a limited amount of time
- Sit at front of minibus
- Go to lunch first – 5 mins early

END OF HALF TERM

- An active adventure trip (not just a visit)
- Eating out

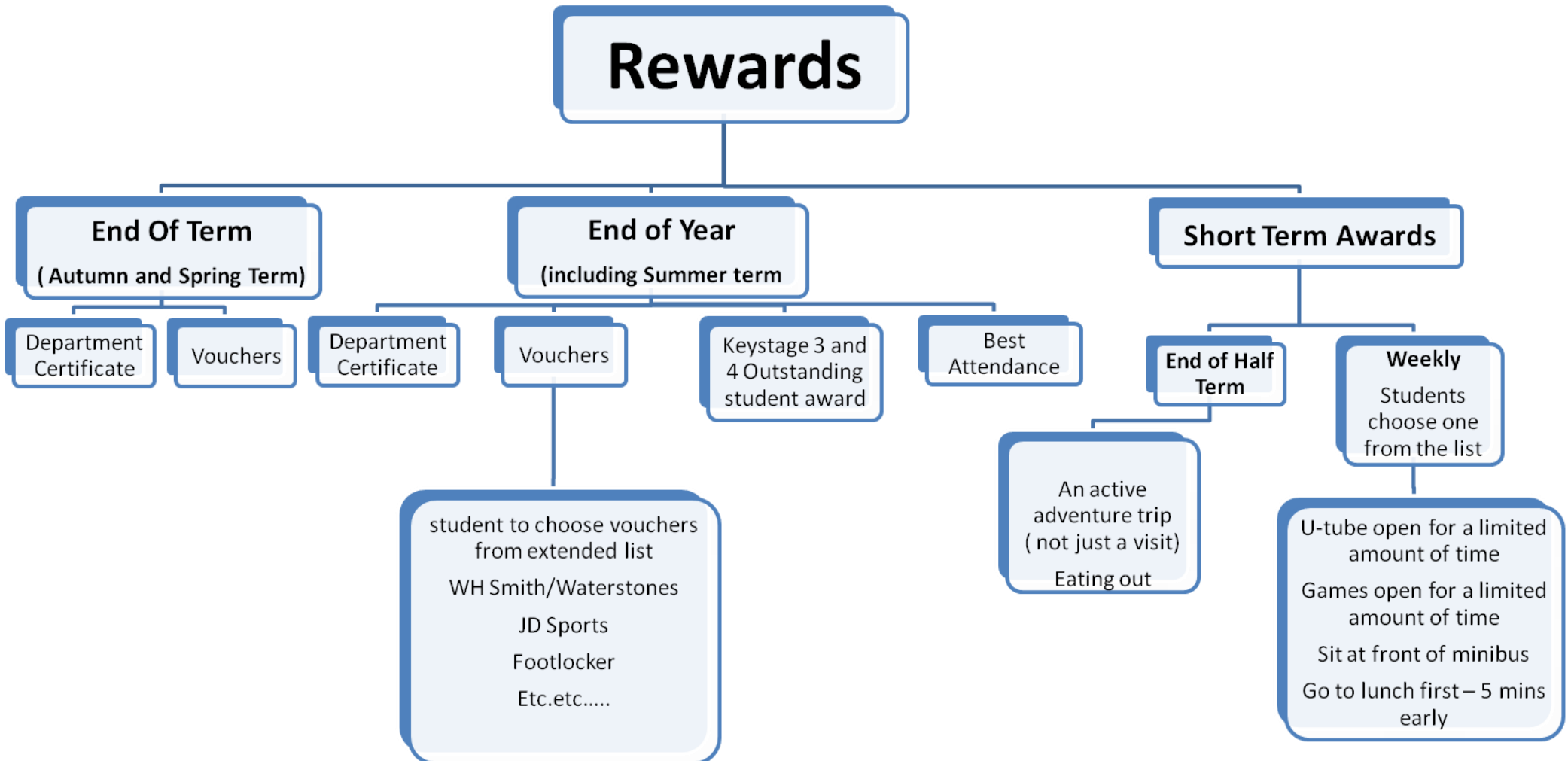
END OF TERM – STUDENTS TO CHOOSE VOUCHER FROM AN EXTENDED LIST:

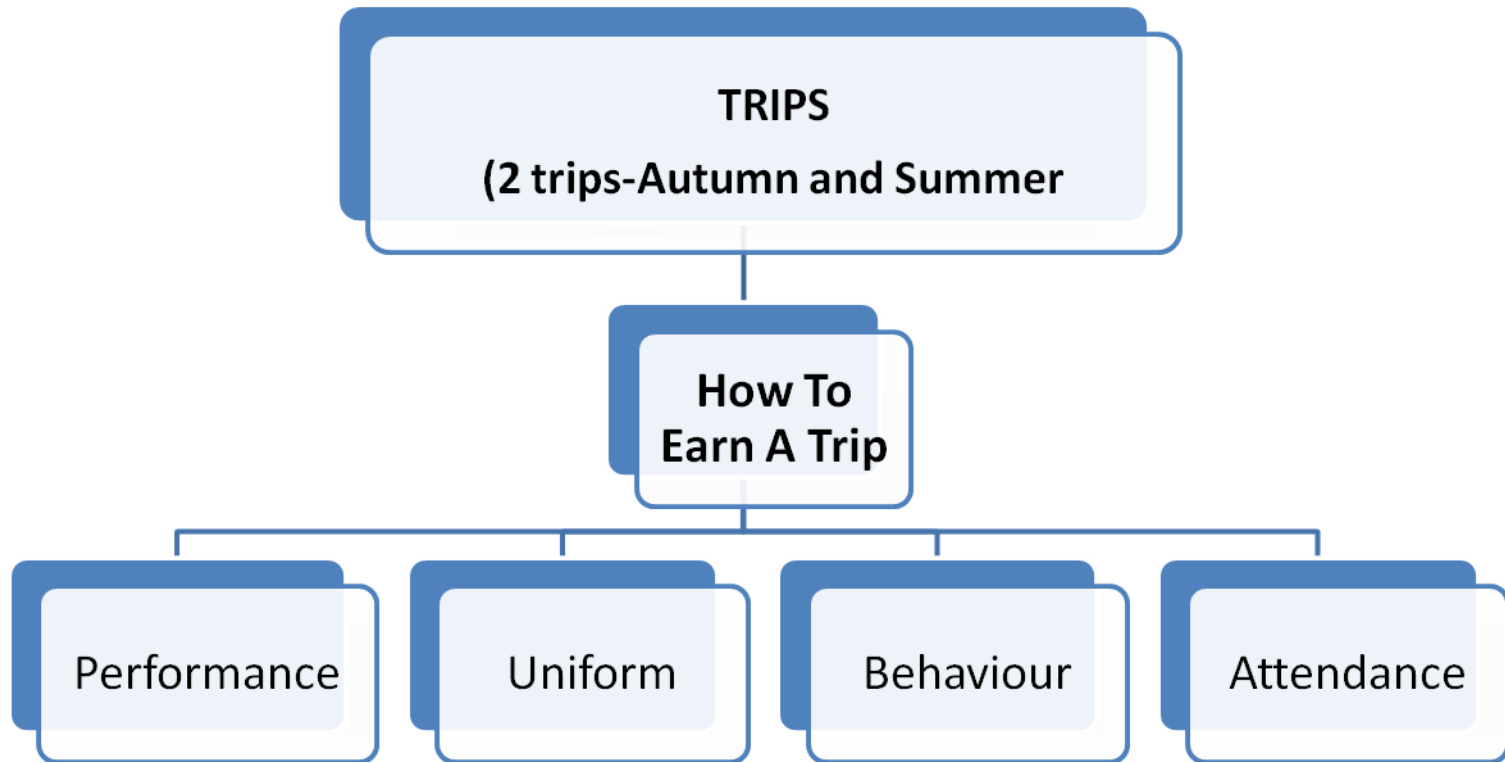
- WH Smith/Waterstones
- JD Sports
- Footlocker
- Etc.etc.....

TRIPS

- **2 trips in academic year (Autumn and summer)**
How to earn the trip
 1. Attendance
 2. Behaviour(No of incidence, IER, exclusions, absconding, detention)
 3. Uniform
 4. Performance
 5. **END OF YEAR RESIDENTIAL TRIP**

Rewards





	BEHAVIOUR	SANCTIONS	REFUSAL TO COMPLY
1.Mobile Phones and Electronic Devices	<ol style="list-style-type: none"> 1. Mobile Phones and any other electronic devices should not be seen in public during lessons and change over's 2. Mobile phones and electronic devices should be turned off during lessons and change-overs 	<ol style="list-style-type: none"> 1. First breach of rule:-a day confiscation and a phone call home 2. Second time breach of rule:- confiscation of phone for a week and phone call home 3. After second time breach of rule:-Parents comes for the phone 	<ol style="list-style-type: none"> 1. Isolation to talk it through 2. Sent home
2.Hats, Coats, Hoods, Scarves and Jewelleries	<ol style="list-style-type: none"> 1. Hats, Coats, Hoods, Scarves and Jewelleries should be put in lockers 	<ol style="list-style-type: none"> 1. Ask student/s to remove item/s and place in locker 	<ol style="list-style-type: none"> 1. Isolation from the rest of the school community 2. Refusal to be in Isolation: Sent home
3. Lighters (out and use)/Smoking	<ol style="list-style-type: none"> 1. Lighters should not be seen outside pocket during lessons and change over's 2. Lighters should not be used during lessons and change-overs. 3. Smoking and cigarettes should not be seen 	<ol style="list-style-type: none"> 1. Confiscation at first sight and collected by parents or carers 2. Confiscate cigarette and any remains 	<ol style="list-style-type: none"> 1. Sent home(health and safety risk) 2. IER
4. Refusal to go to lessons/out of lessons	<ol style="list-style-type: none"> 1. Should be in lessons at all times 2. Should be authorised by staff to be out of a lesson 	<ol style="list-style-type: none"> 1. Talk through to go back to lessons 2. Make up lost time during break and lunch time 	<ol style="list-style-type: none"> 1. Leave student at where they are and monitor them 2. After school detention
5.Play fighting	<ol style="list-style-type: none"> 1. No touching 	<ol style="list-style-type: none"> 1. Warning and reminders 2. Break time detention 	After school detention
6.Disrupting and Distraction of lessons	<ol style="list-style-type: none"> 1. Disrupting and Distracting lessons 	<ol style="list-style-type: none"> 1. Warning 2. Removal from lessons 3. Detention 	
Staff Assault	<ol style="list-style-type: none"> 1. Any form of assault to staff 	<ol style="list-style-type: none"> 1. Removal to IER 2. Exclusion-pending further investigation 	
Student Assault	<ol style="list-style-type: none"> 1. Any form of assault to other students 	<ol style="list-style-type: none"> 1. Removal to IER 2. Exclusion-pending further investigation 	

Verbal Abused (Staff & Students)	1. Any form of verbal abuse to staff and students	1. Warning 2. Removal 3. Detention	
Absconding	1. Absconding from school	1. When student returned during school time he goes to IER and make up lost time 2. refusal to return to school: A day internal exclusion (including break and lunch time)	
Homework	1. Refusing to do home work	1. do home work during break or lunch time	1. After school detention
Weapons and drugs	1. Possession of weapon or drugs.	1. Zero tolerance on weapon and drugs possession and use. 2. Exclusion from Vocational ,PE etc 3. Could lead to permanent exclusion from school	
Stealing	1. No stealing	1. Investigation 2. IER for a day/group detention	Refusal to return item will lead to fixed term exclusion
Bullying	1. Zero Tolerance to bullying	1. Investigation 2. IER 3. Detention 4. Exclusion 5. Reporting 6. Criminal investigation	
Outside school incidence	1. Any incidence happening outside school which has impact or effect on the school community	1. As stated above except when police is involved. Reserve our right to share information with police	

I do understand the rules and sanctions listed above and I agree to follow them

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Pupil's Signature

Pupil's Name

Date

APPENDIX 4

STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR.

START OF LESSON

1. Teacher to be there before students
2. Teacher stands at door of classroom to 'meet and greet'. Ensure pupils understand every lesson is a 'fresh start'.
3. Ensure pupils sit in allocated seat (planned seating to be displayed)
4. Starter activity to be available immediately and accessible to all.
5. Ensure start of lesson routine is understood and kept to

DURING LESSON

1. High expectations of work and behaviour
2. Good and outstanding teaching encourages good behaviour – pay attention to planning, pace, interest and variety, differentiation, visual cues. Make learning EXCITING
3. Stimulating environment with motivating displays of pupil work – pay attention to layout of room ensuring easy access/exit routes for latecomers/miscreants, that all can see IWB etc.
4. Ensure Code of Conduct, rewards and consequences are visible to all – use the rules as a buffer – depersonalise.
5. Praise consistently (5:1 ratio minimum) – 'Catch them being good'. Use reward system
6. Know your pupils well and understand their needs. Ensure you use strategies recommended in IEPs, etc
7. Make opportunities to build positive relationships in unstructured time
8. Watch language, tone, posture, body language etc. Remain calm and cool at all times
9. Plan the use of any additional adults to support students who need extra help to meet the lesson objectives
10. Use of AfL encourages motivation and engagement
11. Never threaten – promise. Ensure you always follow through on what you have said.
12. Follow up – if something goes wrong in your lesson even if SLT become involved, make yourself responsible.
13. Reflect!!!! Don't be afraid to admit you got it wrong and change your practice the next time.

END OF LESSON

1. Allow time for plenary and reflection on whether Learning Objectives have been achieved – if not why not?
2. Orderly dismissal

OUT OF CLASS

1. Noticing – ensure response is appropriate to time/place – follow up what you have noticed
2. Duties – on time, in correct place. Take opportunity to build relationships with students.
3. Intervene whenever incidents occur – follow correct procedures.
4. Corridors kept clean and tidy with motivating/informative display