



KINGSBURY SCHOOL

School Behaviour and Discipline Policy

LOCAL LEVEL POLICY

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Policy compiled by: M. Clarke		Approved by the Local Governing Body:	
Signed: M. Clarke On behalf of the Senior Leadership Team		Signed: H. Reilly Date:	
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M. Clarke
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1. INTRODUCTION

Kingsbury School adopts a clear behaviour policy which underpins effective education; it is consistently and fairly applied. We encourage outstanding behaviour through a mix of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students. All members of the school understand that a consistent approach to the use of the system is paramount to helping students progress both academically and as outstanding citizens. The Behaviour for Learning Policy is based on rewarding good conduct. Likewise poor behaviour will receive a sanction. The emphasis is on choice – students are taught the consequences of their behaviour and are encouraged to take responsibility for it. Our classroom discipline aims to produce actions which discourage, eliminate or reduce the repetition of specific poor behaviour. Sanctions are used as a last resort.

This Behaviour for Learning Policy is based on an inclusive approach to education, where we cater for the needs of all students as individuals and enhance equality of opportunity.

2. CODE OF CONDUCT FOR STUDENTS

At Kingsbury School, students are expected to **treat others as they would expect to be treated themselves**, showing respect, consideration and courtesy to other students, staff, visitors and the community. The School Code of Conduct exists to ensure that all students are able to focus on their learning in a safe and pleasant environment. It should be followed whenever students are representing the school, including on the way to and from school, whether walking, cycling or using school and public transport. Kingsbury School promotes and instils the following values which underpin student conduct and inform our decisions and policies:



Respect

We show respect by **listening and cooperating with others**, seeking to understand their point of view. Respect is treating others as we would wish to be treated ourselves. This includes:

- Contributing sensitively to discussions
- Listening quietly when asked
- Accepting and understanding differences.
- moving around the school calmly, quietly and with thought for others
- Being helpful by opening doors
- Letting other people pass
- Helping to carry things
- Keeping the school and its surroundings clean and tidy

Personal excellence

We show personal excellence by **performing to the best of our ability**. This includes:

- Setting challenging goals and making every effort to achieve them
- Using feedback from others to improve
- Working independently
- Striving to produce excellent work
- Aiming to be on or above target in lessons

Inspiration

We show inspiration by **thinking big, being positive and leading others**. This includes:

- Being a positive role model in and out of school
- Using your initiative
- Thinking creatively
- Volunteering
- Showing leadership skills





Determination and Courage

We show determination and courage by *never giving up and 'going the extra mile'*.

This includes:

- Trying hard at all times and displaying exceptional effort
- Preserving when challenged
- Finding ways to overcome difficulties
- Asking questions
- Attending extra-curricular activities



Equality

We show equality by *working together to achieve*. This includes:

- Being fair and considerate
- Helping others
- Seeing things from a different perspective
- Reaching agreements with others



These values are displayed in our school. We aim to instil and re-affirm with students attending Kingsbury School our commitment to the above, helping them to blossom into young adults ready to play an active, positive role in society.

3. EXPECTATIONS

All stakeholders have a part to play in relation to promoting, encouraging and expecting high standards of behaviour from our students.

ROLE OF STUDENTS

Classroom Expectations:

- Enter your lessons calmly and on time, ready to learn.
- Bring all the necessary equipment so that you do not have to borrow from others.
- Listen carefully to your teachers and follow their instructions.
- Display **Personal Excellence** by trying your best at all times.
- Present your work neatly, taking **pride** in the appearance of your work.
- Be **polite** and **considerate** to all; respect each other.
- Complete and hand in all your homework on time.
- In practical subjects, obey the safety rules at all times.
- Stand behind chairs at the end of every lesson.



Five-in-Five (The best start to learning)

Our Five-in-Five strategy communicates the expectations of students during the first five minutes of every lesson, enabling a positive and prompt start for all. There are five key expectations:

- ✓ **Be Polite:** Meet and greet your teacher at the door
- ✓ **Be Punctual:** Be on time to lessons
- ✓ **Be Positive:** Begin the entry task activity and review your learning from last lesson
- ✓ **Be Proud:** Neatly write the date and title and take pride in the presentation of your work
- ✓ **Be Prepared:** Sit down with your equipment and planner on the table (*Pen, pencil, ruler, red pen and exercise book*)



The Five-in-Five expectations are displayed in every classroom.



Outside the Classroom Expectations:

- Enter and leave school sensibly, showing consideration for other pedestrians and road users.
- Wheel your bicycle when on the school grounds and always wear a helmet on the road.
- Walk sensibly and on the right in corridors and on the stairways.
- Help keep the school site and surrounding community tidy by not dropping litter; use the bins provided.
- Always **walk** in the school building in a low energy, calm, sensible and quiet manner.
- Always demonstrate respect and consideration for the school building and its contents.

Social time expectations

It is important that all students and staff can experience a calm and pleasant environment during social times. During these times, all students are expected to adhere to the following expectations:

- Consume food **only** in the designated eating areas (Dining Hall, School Hall, Canopy area and quad area). Food should not be consumed in any other area.
- Hot plated food purchased in the Dining Hall should be consumed in the Food Court.
- Designated social areas include the school hall, Food Court, Canopy area, yard, quad area (Year 11 only) and school field (summer term only). Students should not congregate in corridors, stairwells, doorways or other access areas. The stage area is strictly out of bounds.
- Students should conduct themselves in a sensible, calm, quiet and low energy manner during social times, showing consideration to others at all times.
- The school library is available at social times for reading, homework and organised activities.
- ICT Club is open every lunchtime in room 34.
- The school memorial garden is accessible during social time for quiet reflection time.
- Mobile phones are permitted in 'Phone Zone' areas only (Dining Hall and School Hall). These devices should be used appropriately and should not be used for making calls, taking photographs or recording video footage.
- Energy drinks should not be consumed on the school premises and will be confiscated if seen.

Persistent failure to respect social time expectations may lead to a student being excluded at these times.

Personal appearance and property

- Wear **full** school uniform correctly, including on the way to and from school.

LOOK SMART | FEEL SMART | THINK SMART

- Outdoor coats, scarves and gloves should not be worn in the school building.
- You may bring small items to school for your personal convenience or recreational use at social times e.g. phones, MP3 players or electronic games. You must ensure that these never disturb a lesson. These devices should be switched off in lessons and should not be visible unless requested by your teacher. Failure to do this may result in confiscation until the end of the school day. The school will not take responsibility for damaged or stolen property if you have not taken reasonable care of them.
- Do not bring dangerous items to school, such as matches, lighters, knives or fireworks.

ROLE OF PARENTS/CARERS

- To follow the Home/School agreement.
- To make their children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the School.
- To be aware of the School rules and expectations and to support the School in the implementation of this policy.
- To monitor their child's behaviour through the student planner, text, email and letter systems, parental access to Go4Schools, meetings with staff and Parent Information Evenings, and to act accordingly.
- To alert the School as soon as there are any concerns.



ROLE OF SCHOOL TEACHING STAFF

Staff have a responsibility to model appropriate behaviour and attitudes. They can support effective learning in the classroom in the following ways:

- Adopt the 'Five-in-Five' (The best start to learning) principle:
- Expect your class to arrive on time and with the correct equipment. Meet them as they enter the room and insist on an orderly entry. Ask them to enter the classroom and sit down quickly and quietly.
- Be positive, welcoming and using names.
- Be clear about the 'best start to learning' i.e. seating organisation, planners and equipment on desks, coats on chairs.
- Have a seating plan for every class. Teachers should decide where students sit, to ensure maximum learning and minimum distraction. Teachers may choose an alphabetical plan, boy/girl pairing or according to learning style; whatever suits their class. Teachers may change these as often as they wish. Teachers should use Go4Schools to store up-to-date seating plans. Teachers should take the register as close to the start of the lesson as possible.
- Follow 'Learning & Teaching Policy and Guidance'.
- Teachers should insist students work in a way that does not disturb others:-
 - Hands up/teacher choice, but not shouting out.
 - Stay in their seats unless the task they are working on requires movement.
- At the end of lessons, teachers should ask their class to pack away, stand behind chairs, dismiss them in an orderly fashion and supervise the movement into the corridor.
- To foster good relationships with parents, keeping them well informed of their child's progress and behaviour, and responding to parent enquiries within 48 hours where reasonably possible.

In addition to these, appropriate and acceptable behaviour can be taught in the following ways:

- Through the Year 6-7 induction process.
- Through the assembly schedule.
- Through the Character Matters Tutor programme.
- Through extra-curricular activities and social events.
- Through encouraging high peer expectations.
- Through consistently recognising and celebrating high standards of behaviour and applying sanctions in a fair and consistent manner.
- Through adherence to classroom routine.
- Through consistent use of assertive discipline techniques.
- Through regular contact with parents/carers.
- Through challenging and re-directing inappropriate actions, behaviour, attitudes and language, and making frequent reference to the code of conduct and rules for learning.
- Through discussions and activities during tutor time.



4. REWARDS

Kingsbury School places great emphasis on positive reinforcement and rewarding achievement and effort. There is an ethos of celebration and praise which is promoted through our 'Positive Rewards Pyramid'.



Our Rewards Pyramid displays the strategies used to reinforce positive praise. Strategies include:

Regular praise from staff

Every opportunity is taken to praise students during the school day.

House points

House points are awarded to students using our online Go4Schools system. Staff award students house points for a range of reasons such as:

- Excellent effort, homework or progress
- Exemplary behaviour
- Excellent attendance (above the school target or improved attendance)
- Positive contributions in lessons
- Attending enrichment activities
- Positive attitude
- Accelerated reader progress
- Positive contribution to school life
- Representing the school

Students save their house points and can spend them on the termly rewards days or during the year at the 'rewards shop'. House points can be spent on a range of rewards including educational experiences, stationery items, high street vouchers, small prizes, food, festival activities, swimming sessions, non-uniform days etc. Parents can track how many house points their child has achieved and spent using Go4Schools.



Postcards home

School staff can send congratulatory postcards home to acknowledge student successes.

In addition to the above the following actions also support our Behaviour Rewards System:

- Subject areas and faculties have their own certificate schemes to reward progress and attainment.
- Excellent work (STAR work) is displayed in school, both in classrooms and along corridors.
- Excellent achievements are celebrated on our school website.

4. MOBILE PHONE POLICY

We appreciate that many parents want their children to have phones for safety reasons and ease of contact after school hours. We also want to encourage students to embrace new technologies, recognising that mobile phones and their associated applications have many advantages with regards to enhancing learning.

While we are happy to encourage our students to make good use of such technologies we also have to be mindful of the negative connotations that such devices can have. For that reason, we make it clear to students that phones should be switched off and not visible during lessons, unless the class teacher specifically gives permission for them to do otherwise. There may be occasions when teachers permit students to use their phones for educational purposes such as using the calculator, taking a photograph of the board or researching a topic on the internet. However, students are not permitted to access or send messages, listen to music or to email during lessons. They are also not permitted to record/video or photograph parts of lessons without the express permission of the teacher.

During social time, mobile phones can be used appropriately in designated 'Phone Zones' (School Hall and Dining Hall). Inappropriate use includes making phone calls, taking photographs and recording video footage.

If a member of staff feels that a mobile phone is being used inappropriately in a lesson and is not contributing to learning, the teacher should confiscate the phone and the student will have to collect it from reception at the end of the day. This sanction will be recorded on Go4Schools and contact home will be made in response to repeat offenders. Continued misuse of mobile phones following parental involvement may result in a student having to hand their phone into reception each morning.

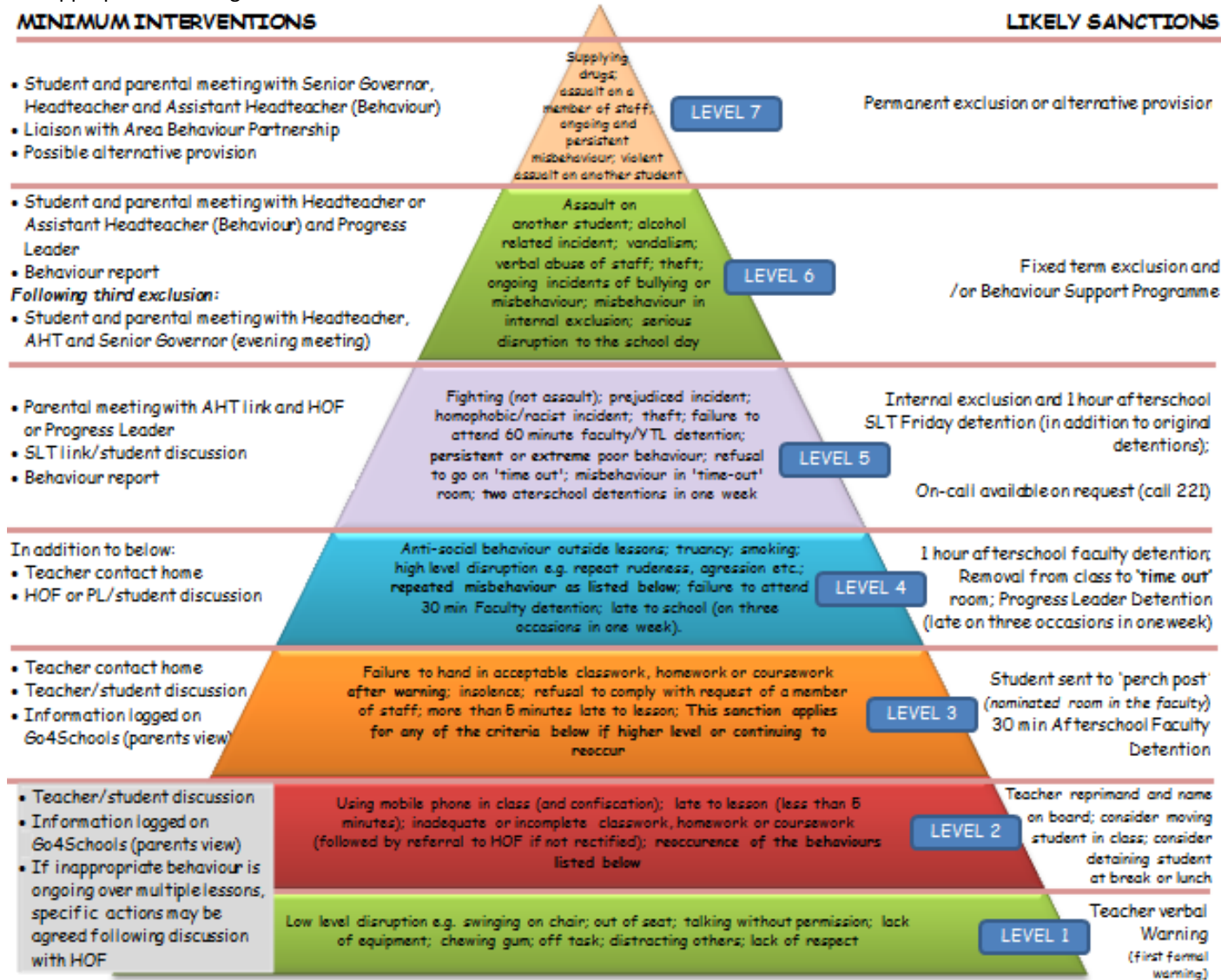
5. BULLYING

Kingsbury School recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can create a safe, disciplined environment, where students are able to learn and fulfil their potential. Our anti-bullying policy outlines, in detail, our practices for tackling the bullying of children, young people or adults.



6. SANCTIONS

Our Behaviour Response System has been designed to ensure that students and staff are clear on exactly what is deemed unacceptable behaviour and that students are clear on what sanctions to expect following misbehaviour. Our aim is to try and prevent misbehaviour from occurring by intervening to realign a student's behaviour in the first instance and by providing clear and appropriate warnings.



The following levels of response are used in our sanctions pyramid:

Verbal warning

A simple warning is usually all that is required to deal with low level misbehaviour in class and this is used for initial misdemeanours. Such misdemeanours may include:

- Not concentrating/being distracted
- Talking while the teacher or another student are addressing the class
- Chewing gum or eating in class
- Not having the correct equipment
- Not putting enough effort or working fast enough
- Turning around for no good reason
- Getting out of seat without permission
- Shouting out
- Making inappropriate noises
- Inappropriate comments
- Swinging on chair or pen tapping



Verbal reprimand

Possible reasons for giving a firm reprimand may include a repetition of any of the behaviours listed above. Additionally, the following behaviours may require a sterner reprimand:

- Using a mobile phone in class (this should then be confiscated and passed to reception)
- Arriving late to the lesson without a good reason (more than 5 minutes)
- Inadequate or incomplete classwork, homework or coursework.

At this point a teacher must consider whether moving the student to another seat in the classroom might resolve the issue. They might also consider detaining the student at break or lunchtime to discuss their behaviour and re-establish expectations.

Afterschool Detention (30 mins) – issued by the class teacher or Progress Leader

Possible reasons for issuing an after-school detention might include:

- Further repetition or escalation of any of the behaviours listed above
- Failure to hand in classwork, homework or coursework which is of an acceptable standard, after a warning
- Insolence
- Refusal to comply with the request of a member of staff

Afterschool Faculty Detention – issued by Head of Faculty or Progress Leader

This sanction will often follow the removal of a student to a 'time-out' room. All students who have been removed to a 'time-out' room must receive a Faculty detention. Possible reasons for this might include:

- Further repetition or escalation of the behaviours listed above
- Failure to attend a Faculty Detention
- High level disruption such as rudeness, aggression or dangerous behaviour
- Anti-social behaviour outside lessons including truancy, smoking, rudeness to staff, dangerous behaviour, refusal to follow instructions, aggression etc.
- Arriving late to school on three occasions in a half term

Internal exclusion followed by 1 hour SLT detention

An internal exclusion is used when a severe sanction is required but when the school believes that a fixed term exclusion would not be the most appropriate course of action. A student who is internally excluded will report immediately to reception upon arrival to school and will work in isolation supervised by staff throughout the day. Their class teachers will set appropriate work for them which they will complete with support from the supervising member of staff. They may also spend part of this time discussing the reason for their internal exclusion and agreeing a way in which to move forward. Students will be allowed comfort breaks but these will be scheduled at different times to the rest of the school.

Internal exclusions are followed up with a 1 hour SLT detention at the end of the day.

Possible reasons for placing a student in internal exclusions may include:

- An incident involving prejudice
- Fighting
- Persistent poor behaviour
- Extreme poor behaviour

Students will automatically receive an internal exclusion for:

- Poor behaviour in a faculty 'time-out' room
- Missing a Faculty or Progress Leader detention

Parents will always be contacted by phone if a student is given an internal exclusion. Parents will also be asked to attend a meeting with a member of the Senior Leadership Team and the Head of Faculty or Progress Leader if the behaviour has been extreme. In such cases the student will also be expected to attend the meeting.

On occasions, it may be necessary to isolate a student pending investigations into an incident. This should not be confused with an internal exclusion.



Fixed term exclusion and Behaviour Support Programme (issued by the Headteacher)

An excluded student is not allowed to come into school or its vicinity for a fixed number of days. Work will be set but this must be collected from school. Parents will always be contacted by phone where possible and then by letter. In most circumstances a readmission meeting will be arranged with the Headteacher or another member of the Senior Leadership Team, and Progress Leader – this meeting will take place before a student is readmitted. On these occasions we ask that parents are accompanied by their child, so that we can discuss the incident and the consequences before he or she returns.

Exclusion is only used for grave breaches of discipline, such as aggressive behaviour or language towards a member of staff, pre-meditated attack on another student, serious theft, vandalism or bringing drugs into school. A decision whether or not to exclude will always take into account the students previous behaviour record. The length of the exclusion will depend on the particular circumstances of the incident. It is the responsibility of parents to ensure that excluded students remain at home and do not, under any circumstances, come into the vicinity of the school during the period of exclusion.

No student will normally be given more than **three** fixed period exclusions. Before returning to school from a third exclusion, we ask parents and child to meet with a Senior Governor, the Headteacher and Assistant Headteacher (Behaviour) to discuss future behaviour. Any further serious misbehaviour may result in permanent exclusion or a managed move to an alternative school.

The behaviour of a student outside school can be considered grounds for a fixed term exclusion.

Possible reasons for a fixed term exclusion may include:

- An assault on another student
- An alcohol related incident
- Sexually inappropriate behaviour
- Vandalism
- Verbal abuse of staff
- Theft
- A homophobic or racist incident
- Persistent bullying
- Misbehaviour in an internal exclusion
- Extreme poor behaviour which might include defiance and/or insolence

In addition to a readmission meeting, students may also be placed on a behaviour support plan. The intention of such a plan is to encourage the student to think about the effect of their behaviour on others and to bring about change in their future behaviour. This may include:

- Solution Focused Counselling
- Anger management and social skills
- Dealing with anxiety and stress
- Lifestyle issues – alcohol, sexual health and drugs
- Home life – relationships

Protocol for fixed term exclusions

- The Year Team Leader, in collaboration with the Assistant Headteacher (Behaviour), will make a recommendation for exclusion based on the following information:
 - A written account of the incident by the student concerned
 - Documented details of the incident provided by the staff concerned using Go4Schools
 - Written statements from adults or any other students involved in, or witnesses to, the incident – these should be done as soon after the incident as possible and attributed, signed and dated.
- The Headteacher will make a decision regarding whether the incident requires an external exclusion and how long this should be.

Fixed term exclusions for part of the school day

- There may be occasions when a fixed term exclusion is applied for parts of the school day. For example, if a student's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a Governing board meeting is triggered.



Permanent exclusion

The Head Teacher may decide that permanent exclusion is necessary:

1. in response to serious breaches of the school's behaviour policy; and
2. if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

“A decision to exclude a child **permanently** is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort” (DCSF Guidance)

There will, however, be exceptional circumstances where, in the headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

1. serious actual or threatened violence against another pupil or a member of staff;
2. sexual abuse or assault;
3. supplying an illegal drug; or
4. carrying an offensive weapon

The behaviour of a student outside school can be considered grounds for a permanent exclusion.