



## The Kimberley School Behaviour Policy

### Principles

The school believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This includes behaviour on the journey to and from school and during school visits. We seek to create a caring learning environment in the school by pursuing the following objectives:

#### To promote

- good behaviour
- self esteem
- self discipline
- positive relationships
- proper regard for authority

#### To celebrate

- achievement in all areas of school life

#### To ensure

- fairness of treatment for all
- consistency of response to both positive and negative behaviour

#### To provide

- a safe environment free from disruption and bullying

#### To encourage

- a positive relationship with parents and carers to involve them in the implementation of the school's policy

### Roles and Responsibilities

The Governors will establish in consultation the policy for the promotion of good behaviour. They will ensure that it is communicated to parents and students and expectations are clear. The Governors will support the school in maintaining high standards of behaviour.

The Senior Leadership Team will be responsible for the implementation of the policy and procedures. The Senior Leadership Team will support staff who face challenging behaviour

All the Staff (including teachers, support staff and volunteers) will be responsible for ensuring that the policy and procedures are followed and consistently applied. All staff are aware of and are working with the principles of 'Every Child Matters'. They are responsible for creating a high quality learning environment, teaching, behaviour and supporting other staff.

Basic classroom expectations will be constantly reinforced. There will be a common approach to the start and finish of all lessons. At the start of the lesson students will line up quietly, enter the classroom quietly and sit according to the teacher's seating plan, wear the correct uniform and bring the correct equipment. The teacher will be on time, take a register and have homework recorded in planners before the end of the lesson. At the end of the lesson all students will be seated before they are dismissed in a quiet orderly manner. The teacher will monitor the class on the corridor as they leave by the correct exit.

The Golden Rules for Learning will be displayed in every classroom and staff will refer to them when students behave inappropriately.

Parents/Carers will be expected to take responsibility for the behaviour of their child(ren) both inside and outside school. They will be encouraged to work in partnership with the school to help the school maintain high standards of behaviour. It is expected that parents/carers will support decisions made by school staff regarding sanctions against their child(ren). In the event that a query or complaint is not dealt with satisfactorily by staff at the school, the Governors have adopted a complaints procedure which is available on the school website.

Students will be expected to take responsibility for their own behaviour and will be made aware of school expectations. Students should report any incidents of violence, disruption or harassment to any member of staff in the first instance.

## REWARDS

Praise is vital in the promotion of good behaviour and rewards are one way of achieving this.

- There is a simple merit system in Years 7, 8, 9, 10 and 11 which leads to certificates which are presented in Year and House assemblies.
- In year 7 there is a BEACH Club system for Year 7 where rewards are given based on Behaviour, Effort, Attendance, Courtesy and Homework. When targets are reached there is a system where students are congratulated with a certificate and by entry into a prize draw
- Students are given certificates half termly and annually for achieving 100% attendance
- Exceptional work is displayed both inside and outside the Headteacher's office and a meeting with the Headteacher is arranged
- In Year 8 to 11 the top 100 students are identified through a system of measuring performance against set targets. These students are congratulated in Achievement Assemblies and publicised on plasma screens around school. The highest achieving students identified in this way are each rewarded with a voucher
- There are 4 Achievement Assemblies held throughout the year and each subject nominates its top performing students who are rewarded with a voucher.
- The House system includes competitions leading to trophies. These cover the award of Merits as well as a range of subject and extra curricular activities.
- Model student citizens are rewarded from the end of year 10 by being awarded the status of Senior Student

## SANCTIONS

There is a hierarchal approach to applying sanctions. As members of The Kimberley School, students and their parents/carers accept that school staff may impose any sanctions including after school detention outlined in this policy if it is felt by school staff to be an appropriate response to a student's behaviour. The Headteacher or his representative will decide if an imposed sanction is fair should it be challenged. It is important, however, to note that the level of response will be influenced by a student's past history and by the seriousness of the misbehaviour.

### **Behaviour 1: Poor behaviour or underachieving in lessons**

Unrecorded, student spoken to, moved seat, warned, referred to Learning Zone.

### **Behaviour 2: Repeated poor behaviour or under achievement**

Interview with student (with colleague/Head of Department).

Break (maximum 10 minutes) or lunch detention (maximum 30 minutes), extra work, note to parents/carers in planner.

Incident slip to Head of House or Head of Year 7.

### **Behaviour 3: Continued poor behaviour/poor performance**

Contact parents/carers. Departmental detention (20 or 40 minutes after school)

Removed from lesson to work with other member of staff in the department/faculty.

Incident slip to Head of House or Head of Year 7. Slips awarded to students are placed in student files.

### **Behaviour 4: More serious misbehaviour or failure to follow school rules**

Parents/carers invited in for interview/discussion

Year or House detention (20 or 40 minutes after school)

Green target setting report

### **Behaviour 5: More serious incidents or continued failure to follow school rules**

Red report with Senior Leadership Team.

Internal exclusion.

Pastoral Support Plan is drawn by Head of House or Head of Year 7.

### **Behaviour 6: Even More serious Incidents or Breaking Contract**

Fixed Term exclusion and re-admission meeting with parents/carers at which re-admission terms are set

### **Behaviour 7: More than five days of exclusion during 6 month Period**

Involvement of Governor at re-admission meeting

### **Behaviour 8: An exclusion of more than five days:**

Will involve attendance at a BSU (or equivalent) at a neighbouring school

### **Behaviour 9: Headteacher's Warning:**

Headteacher will warn that future serious misbehaviour is likely to lead to a permanent exclusion. This will be given at a re-admission meeting.

### **Behaviour 10: Permanent Exclusion**

## **SYSTEMS USED TO COMBAT POOR BEHAVIOUR**

There always needs to be a clear message to both the student and his/her parents/carers if his/her behaviour is resulting in an escalation of sanctions being used. Students do not progress automatically through the hierarchy of sanctions. If their behaviour improves sanctions lower down the hierarchy or at the same level may be used if necessary. Similarly where specific behaviour is considerably more serious than that exhibited previously by that student he/she will experience sanctions at a much higher level than those imposed on him/her before.

**Incidents/paperwork are/is completed and filed in the student's record.**

### **Behaviour Support Unit**

Guidelines for placing students in the BSU must be followed when requesting student placements in the unit. All staff have been issued with referral procedures. It is important that copies of incident slips are given to both the BSU Manager and the Head of House or Head of Year 7, so that responses and strategies can be discussed between them.

### **Detentions**

All staff can keep students in detention but they must give parents/carers at least 24 hours notice either by notes in the student's planner or letter home.

### **Department/Faculty Detentions**

All departments/faculties run a detention after school once a week and must as above inform parents/carers

### **Year 7 and House Detentions**

All Houses and Year 7 run a detention once a week after school and as above must inform parents/carers

### **Senior Leadership Team Detention**

Students are placed in this detention if they have failed to attend another detention on 2 occasions. This will take place on Wednesday for 1 hour and students will only be placed in this detention after discussion with a member of the Senior Leadership Team. A letter will be sent home to parents/carers

Detentions will be formal and conducted in silence and supervised at all times

Students may be detained during school closure days provided 24 hours notice has been issued to parents/carers.

**Exclusions**

Exclusions, whether they are permanent or on a fixed period basis can only be applied by the Headteacher or, in his absence, his representative.

Corporal punishment is unlawful and therefore must not be used under any circumstances. Neither must any sanction designed to humiliate students.

Physical force may be used to restrain a student in exceptional circumstances in order to:

- i) intervene in the commission of a criminal offence
- ii) prevent injury to any person or to prevent damage to property
- iii) intervene where a student's behaviour is prejudicial to the maintenance of good order and discipline

In such circumstances physical intervention must be the last resort used by the member of staff and the force used must be kept to the minimum degree necessary

## **Anti Bullying Policy**

The Kimberley School will not tolerate Bullying

We recognise that bullying may take many forms. It may:

- Be the result of verbal taunts related to a person's appearance, capabilities, interests or attitude
- Involve sexual, racial or social harassment
- Be someone trying to exert power or control over someone who is younger, less strong physically or more isolated
- Involve the form of threatening behaviour, the inflicting of physical pain or the extortion of money or favours
- Involve the use of cyber bullying to victimise, ridicule or humiliate other students

We appreciate that victims of bullying may be reluctant to talk about their concerns either to their teachers, parents or carers. To assist in breaking this barrier we will:

- Include within the Personal Social and Health Education programme a series of modules that raise students awareness of the issues and encourage people to talk about any case that they hear of
- Ask parents to alert their child's tutor if they detect any signs which could be symptomatic of bullying such as loss of interest in school, sleeplessness, bruises or scratches
- Use Peer Mentors and Senior Students with younger students so they can confide in them about bullying and other similar worries
- Brief teaching staff and midday supervisors about bullying and always use the blue bullying sheet

Whenever we find out about an incidence of bullying, we take the situation very seriously and take action. The action taken will involve the bully, the victim and the parents/carers of both.

The circumstances of a bullying incident are investigated and the victim is given support and may be offered counselling.

The bully may also require counselling as it may be symptomatic of other personal problems. In the event that previous actions do not resolve the bullying then it is probable that sanctions will be used, ranging from detentions and some loss of privileges to fixed term or permanent exclusion depending on the severity of the incident. These will follow the school's behaviour policy.

All instances of bullying will be recorded on a Blue Bullying sheet and entered on the database, which is monitored by Head's of House, Head of Year 7 and Learning Mentors.

The Headteacher monitors patterns of bullying through data collected each half term.

Dated:.....

Signed: Mr C Teal .....Headteacher

Signed: Mr J Wilson .....Chair of Governors

Review Date: December 2011