

# The Kimberley School



## Behaviour Management Policy

### Behaviour Management Policy Statement

All students should be able to attend school feeling safe, enjoying learning and making good progress. This will only happen if behaviour management is successful. The three key elements that underpin all of our work are:

- 1) The development of good relationships between staff and students
- 2) The effective, fair and consistent use of sanctions and rewards across the school.
- 3) Our approach to identifying and tackling bullying, including cyber-bullying

This policy sets out how the whole school community works together to achieve good behaviour and how we deal with low level disruption in lessons. *School staff should understand the principles underpinning the policy and should know what is included in it so that they can refer to it as necessary. However, all staff should have a working knowledge of the contents of appendices 1,2,3 and 4.*

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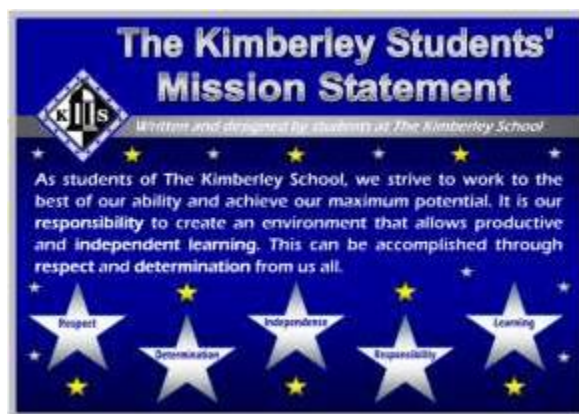
*Amended Jan to clarify behaviour points for Low Level Disruption. Appendix 5 and 6 have been omitted from the website version as they contain information on the schools' management system.*

## The development of good relationships between staff and students

We ask all adults in the school to use this quotation as a frame of reference in their work with all students:

*I have come to a frightening conclusion.  
**I am the decisive element in the classroom.**  
It is my personal approach that creates the climate.  
It is my daily mood that makes the weather.  
As a teacher I possess tremendous power to make a child's life miserable or joyous.  
I can be a tool of torture or an instrument of inspiration.  
I can humiliate or humour, hurt or heal.  
In all situations, it is my response that decides whether a crisis  
will be escalated or de-escalated, and a child humanised or de-humanised.*

We ask all students to follow the Kimberley Diamond Rules (Appendix 4) and be aware of their role in achieving this mission statement:



Teaching and learning should take place within an atmosphere of mutual respect. Teachers are responsible for establishing clear classroom procedures and ensuring that school rules are uniformly applied. Positive behaviour in lessons does not happen by accident. It is a result of well-planned, challenging lessons, with good pace, clear objectives and outcomes. Great teachers ensure that they are punctual lessons and greet their students at the door.

In some instances, the core aspects of the behaviour management policy will not have the desired impact on individual student's behaviour. When this is the case the year performance leader and the student support team will work with parents, the student and teachers to implement, monitor and evaluate a personalised support plan. In some situations, school sanctions may compromise our work to accelerate the progress of disadvantaged students. When this is the case sanctions may be adjusted to ensure that this does not happen.

Where students have a special educational need or display social emotional behavioural difficulties, sanctions may be revised and made appropriate to individuals' understanding. This process will involve the YPL and special educational needs co-ordinator. Parents and carers will be invited to be part of this process where appropriate. Revised strategies will be communicated to each student and their teachers through student profiles and will be reviewed on a regular basis.

When poor behaviour continues despite teachers' following all stages of the behaviour policy then it is important that senior and middle leaders ensure that appropriate action is taken so that there is no further disruption to the work of the teacher and the rest of the class. This policy also sets out how this will happen.

## **The effective, fair and consistent use of sanctions and rewards across the school.**

Students learn best when they know: what behaviour is expected of them; and that rewards and sanctions will be applied fairly and consistently to all students.

### **Rewards**

It is important that all staff recognise students' efforts and achievements. Through the use of different rewards, a positive culture is realised where our students will be motivated to give their best and contribute to the life of the school and wider community. Rewards and recognition of students' accomplishments can be offered in many ways, including:

- Achievement points and termly top 100 Assemblies
- Verbal praise offered by teachers in classrooms and assemblies
- Praise cards or letters of achievement sent home
- Achievement Walls
- Articles in the school's newsletter giving details of participation and achievements
- Awards of trophies for success in inter-form and other competitive sports events
- Externally organised competitions or awards which provide opportunities for student achievement
- Certificates gained for outstanding efforts, participation, attendance or achievement. These may be awarded in assemblies or in an awards event.

### **Sanctions**

Where there are incidents of poor behaviour it is important that sanctions are applied consistently and fairly by all staff across the school. Although there will always be an element of professional judgement all staff should endeavour to apply sanctions consistently in line with the details set out in Appendices 1 and 2.

*Appendix 1.* This tells students what will happen in certain instances around the school. However, it is impossible to define in advance in all circumstances and so professional judgement should always be used.

*Appendix 2.* This sets out the consequence system and the sanctions that will be used

All incidents of poor behaviour and sanctions should be recorded on the School's Information Management System (SIMs). This is then used by middle leaders, tutors and the student support team to identify and address any patterns of poor behaviour outside of lessons or across a number of lessons.

### **Reports**

If we believe a child is struggling in effort, progress or behaviour we will may decide to put the student onto a monitoring report. The report is a mechanism that enables us to monitor behaviour against agreed targets. This in turn will allow the school to put appropriate support in place to improve the academic development of the student. Parents are asked to support school by signing the report and reinforcing the school's expectations.

### **Malicious allegations against school staff**

The school will follow the guidance in the August 2011 DfE guidance, "Dealing with allegations of abuse against teachers and other staff". Where students are found to have made malicious allegations they are likely to have breached school behaviour policies. The school will therefore consider whether to apply appropriate sanctions, which could include a temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

### **Legislation**

This policy is based on the "Education and Inspections Act 2006, School Standards and Framework Act 1998, Education Act 2002. The responsibilities and powers of the school are detailed in *Appendix 3*

## **Low Level Disruption**

This is low level behaviour that prevents other students from learning. To define it is difficult because it will always be subjective and the teacher is best placed to know when low level behaviour is preventing others from learning. Perhaps this quote from a teacher helps us understand what we, at the Kimberley School, define as Low Level Disruption. 'Chatting to neighbours; swinging on chairs; tapping pens; turning round; quietly humming; commenting quietly on something the teacher/a peer has said in class discussion; shouting out.' Low level disruption is not tolerated at the Kimberley School.

This message will be regularly communicated by YPLs and the assistant head teacher responsible for behaviour in assemblies. At least one assembly a term will focus on low level disruption so that students understand that it is not tolerated and what will happen when it occurs.

When there are incidents of low level disruption then teachers will explain to the student that: their behaviour is preventing teaching and learning; that this is not tolerated at the Kimberley School; and how we expect them to behave in the future. There is no need to record LLD as a behaviour point if it stops when the teacher or other member of staff highlight it but their name will be recorded on the board under a C1 and then a C2. However, if the behaviour continues, action will escalate and it will be logged on SIMs as a C3 and the teacher will implement a sanction as is set out in Appendix 2.

Who should use the information on low level disruption on SIMS?

- Tutors to identify individual students and to work with them in tutor time to avoid repeat behaviours
- SPLs to identify and address patterns of low level disruption in their areas
- The assistant head teacher, YPLs and the student support team to identify and address individuals causing concern across the school
- The Deputy Head to identify individual teachers who need support in tackling low level disruption

Teachers should not record behaviour points for sixth form students. The teacher should contact the sixth form leadership team if you have any concerns about the behaviour of any student in the sixth form

*A behaviour point should always be teamed with a sanction; the behaviour point is not the sanction, it is a tool by which a member of staff can record that poor behaviour happened and that a sanction has been put in place. Middle and Senior Leaders can then use this to identify and tackle repeated patterns of poor behaviour across the school.*

## **What happens if the Low Level Disruption or very poor/disruptive behaviour continues despite everything that an individual member of staff does to stop it?**

Appendix 2 sets out that you should seek support from their Subject Performance Leader/Line Manager in the first instance and that they will involve year or pastoral teams if they are unsuccessful in improving the behaviour.

## **Lesson Exclusions**

Lesson exclusions should only be used as a last resort within a lesson where a student has refused to follow all reasonable instruction and is preventing the teacher from teaching and the rest of the class from learning. At this point whole class learning cannot proceed.

Each faculty should have a lesson exclusion rota that sets out which classes students should be sent to for every period of the school week.

If a student is repeatedly lesson excluded from the same teacher's lesson then the teacher should seek support from their SPL, who may involve the student support team, YPL or tutor as appropriate. Lesson exclusions should not continue indefinitely.

If arrangements are made within the subject team for a student to be lesson excluded in the next lesson, then the teacher or SPL should see the student in advance of the lesson and inform them of this.

### **Incidents outside lessons.**

If an incident occurs outside of lessons, then the member of staff involved should attempt to resolve the situation. In some instances, it may be appropriate to report the non-subject incident on SIMs which will be followed up by Student support team who will put in place an appropriate sanction.

### **Incidents outside of school.**

The school will use sanctions to deal with poor behaviour outside of school if it brings the name of school into disrepute; or it is likely to spill over into the school and compromise the smooth running of the school.

## **Pre-exclusion**

Pre-exclusion is the last step school can take before a fixed term exclusion. Depending of the severity of the incident this will take place in school or at one of our partner schools. It is a serious sanction and should only be used when:

- a subject team has exhausted all possible strategies to improve behaviour of the student;
- the actions of the student were serious enough to escalate the sanctions immediately to pre-exclusion;
- a student acts in clear defiance of school rules- i.e. refusing to go to a lesson exclusion, refusing to follow instructions, etc.

### **Who can put a student in pre-exclusion?**

The student support leader, YPLs or the senior leadership team

If a SPL wishes to place a student in pre-exclusion, then this should be agreed with the year performance or student support leader as they will have an overview of the students' behaviour.

In all instances it is crucial that:

- the student is informed why they are in pre-exclusion; and
- the student support team inform parents why the student is in pre-exclusion.

### **Who can set a fixed term Exclusion?**

- For 1 or 2 days: Student support leader or YPL
- For more than 2 days: Deputy or assistant head teacher

## **Permanent Exclusion**

The head teacher may decide to permanently exclude a student or place them on full-time alternative provision when:





- they have received multiple fixed term exclusions or is approaching the legal limit of 45 days in an academic year; or

- a one-off incident is of such a serious nature that allowing the student to remain in school would seriously harm the welfare of the student or others in school; or
- the students' behaviour is harming the education of other students in the school; or
- a student persistently breaks the school's behaviour policy.

**A quick reminder of major sanctions:**

- Failure to complete a successful lesson exclusion will result in a C4
- Refusing to hand over a mobile phone could result in one-day pre-exclusion
- Smoking and 'vaping' on school site could result in a 1 day fixed term exclusion
- Poor behaviour in pre-exclusion could result in a fixed term exclusion or extended pre-exclusion
- The following are strictly forbidden on the school site – bringing any of these onto the school site or being in possession of them could result in a fixed term or permanent exclusion:
  - Illegal drugs or alcohol
  - Cigarettes, vapour e-cigarettes, legal-highs, unknown substances
  - Matches, lighters or fireworks
  - Anything that could be used as a weapon

## Appendix 1 - what happens if...

Behaviour	Sanction
<b>I'm not very well-organised</b>	
I don't get to school on time	You will have to enter through the late gate (single gate near the leisure centre) and your lateness will be recorded. If you receive three lates within any rolling week, you will be placed in centralised detention by your YPL
I don't get to lesson on time	You will be given a late mark by your teacher. This will be monitored by your YPL and if there are continued incidents of lateness to lesson, you will be placed in centralised detention by your YPL
I don't bring the correct equipment to lesson	You may be placed in a detention by your class teacher
I don't do my homework	You may be placed in a detention by your class teacher
<b>I behave poorly in lessons</b>	
I disrupt the lesson 	You will be given a C1 by your teacher; a warning that your behaviour is unacceptable and your name will be written on the board
I continue to disrupt the lesson 	You will be given a C2 by your teacher; a second and formal warning and your name will be written on the board. You may be asked to move seat, or leave the classroom for a short period of time so your teacher can talk to you outside.
I choose not to modify my behaviour despite the C1 and C2 warnings given to me 	You will be given a C3 by your teacher; you will be placed on lesson exclusion and you will be placed in a 30-minute centralised detention after school the next day and this will be communicated home.
I misbehave or don't comply during my C3 lesson exclusion 	You will be given a C4; an hour centralised detention after school the next day and this will be communicated home.
I don't attend my C3 detention	Your punishment will be escalated to a C4; an hour centralised detention after school the next day and this will be communicated home
I don't attend my C4 detention	Your punishment will be escalated to 5 hours in the PEU the next day plus the C4 detention at the end of the day for one hour and this will be communicated home
I misbehave in detention	You will be given a warning. If you do not modify your behaviour, you will be asked to leave the detention and your sanction will be escalated to the next level by your Year Performance Leader
<b>I behave poorly around the school</b>	
I am rude to midday supervisors, do not follow their instructions or behave poorly during break or lunch	You will be issued with a blue slip and your Year Performance Leader will address your behaviour with you which may include an appropriate sanction such as centralised detention
I am seen using my mobile phone	The use of mobile phones is prohibited from 8:50am until 3:05pm. If you are seen with your phone out within these hours, your SMART card will be signed and your phone will be confiscated. If it is confiscated for a third time in a half-term, a parent or carer will be asked to pick this up from school.

<b>I don't follow the high uniform standards</b>	
I wear piercings, too much makeup or nails which do not look short and natural	Your SMART card will be signed. The only piercings allowed are a single ear piercing in each ear. You will be asked to remove anything additional to this immediately as well as excessive makeup or nails which do not look short and natural. If you receive three ticks, you will receive a detention from your YPL.
I wear a hoodie, hat or headgear	Your SMART card will be signed. These items will be confiscated and kept in Student Support. If they are confiscated for a third time in a half-term, a parent or carer will be asked to pick this up from school.
I wear the wrong skirt/shoes/trousers or don't have my blazer	You need to bring a note from home for your tutor. Your tutor will work with home and the pastoral team to resolve the issue and you will carry a uniform slip for the agreed period of time. Beyond this date, or if you do not carry your note, your SMART card will be signed. If you receive three ticks, you will receive a detention from your YPL.
I wear my shirt untucked	Your SMART card will be signed and you will be asked to tuck it back in. Once you receive three ticks, you will receive a detention from your YPL.
<b>Serious poor behaviour</b>	
I verbally or physically abuse a student or member of staff	A proportionally appropriate sanction that could include: <ul style="list-style-type: none"> <li>• a pre-exclusion</li> <li>• a fixed-term exclusion</li> <li>• reporting you to the police</li> <li>• a permanent exclusion</li> </ul>
I am deliberately defiant and refuse to follow instructions or I make others feel unsafe through reckless or dangerous behaviour	
I make racist/homophobic/discriminatory remarks to a student or a member of staff	
I am involved in a fight with another student	
I bring or take illegal, unknown or banned substances or dangerous items into school	



## **Appendix 2: The Consequence System**

The following is an outline of the expected staging in dealing with continuing inappropriate behaviour in a lesson.

	<b>What does it mean?</b>	<b>Offence</b>	<b>Strategy</b>	<b>What do I need to then do?</b>
<b>C1</b>	A quick-fire first warning	LLD, refusal to work, defiance,	<ul style="list-style-type: none"><li>Name on the board under C1</li></ul>	Nothing – this does not need logging
<b>C2</b>	Second warning - taking action	Continued LLD disruption despite first warning	<ul style="list-style-type: none"><li>Name on the board under C2</li><li>Time out for reflection</li><li>Seat move if applicable/possible</li></ul>	Nothing – this does not need logging
<b>C3</b>	Escalation and sanction	No modification of behaviour despite both warnings	<ul style="list-style-type: none"><li>Name on the board under C3</li><li>Lesson exclusion (On-call if support required getting student to lesson exclusion)</li></ul>	Log C3 on SIMS which generates a 30-minute after school detention the next day  (Must be recorded by 3:30pm)
<b>C4</b>	Failure to comply/attend in lesson exclusion	Students walks off, refuses to go in the back of the room, fails to complete work etc.	<ul style="list-style-type: none"><li>Teacher receiving student on lesson exclusion must communicate to class teacher if they did not comply</li></ul>	Class teacher to log C4 on SIMS which generates a 1-hour after school detention the next day

When a student accrues a high number of C3's within one subject area, the Subject Performance Leader will work with you to address this.

When a student accrues a high number of C3's across the curriculum, the Assistant Head Teacher – behaviour may work with the Year Performance Leader to lead on a response. Subject responses to poor behaviour will still need to continue.

## **Appendix 3 - Schools' Responsibilities and Power with respect to Behaviour and Discipline**

The policy draws on DfE guidance: "Behaviour and Discipline in Schools – A guide for Head Teachers and School Staff"

### **The key points of the policy are:**

- Teachers have a statutory authority to discipline pupils for misbehaviour which occurs in school and, in some instances, outside of school
- The power to discipline also applies to paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants
- Heads and governing bodies must ensure that they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children

### **Discipline in Schools – Teachers' Powers:**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Teachers also have a statutory power to discipline pupils for misbehaving outside of the school premises. The teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing school uniform; or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

## **Detention**

- Teachers have legal powers to pupils in detention
- Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
- Where detention is outside school hours there is no requirement to give 24 hours' notice to parents\*
- They do not have to give 24 hours' notice for a lunchtime detention.
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
  - a. any school day where the pupil does not have permission to be absent;
  - b. weekends - except the weekend preceding or following the half term break;
  - c. non-teaching days – usually referred to as 'INSET days'

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions
- The school must act reasonably when imposing a detention. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.
- With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

*\*At Kimberley we will continue to give 24 hours' notice for after school detentions to parents and carers. However, in instances of persistent misbehaviour of non-cooperation we will reserve the right to use no-notice after school detentions after prior notification to parents/carers. This is because we recognise the safety issues for students who travel some distance to and from our school and who rely on public transport.*

## **Power to use Reasonable Force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

## **Appendix 4 – The Kimberley Diamond Rules**

Arrive at lessons on time  
Line up quietly for lessons  
Always wear your uniform correctly  
Sit where you are asked to in the classroom  
Always listen and follow the teacher's instructions  
Never stop others learning  
Bring the correct equipment for each lesson  
Do your best every day with every piece of work  
Respect all others  
Bullying of any kind is not tolerated  
Low level disruption is not tolerated

**Out of school, locally or away with a school group, you should remember that our reputation depends on the way you behave.**