

The King's CE School

School Behaviour Policy



At The King's CE School we believe that everyone is unique and created in God's image. We encourage all to achieve their God-given potential; to grow, learn and aspire; to transform their lives and the lives of others and to journey in faith without limits, within a unified, respectful and harmonious community.

School verse

Be joyful, Grow to maturity. Encourage each other. Live in harmony and peace. Then the God of love and peace will be with you." Corinthians 13v11

Mission Statement

'Aspire, Believe and Achieve Together'

So that all members of the School community can.

- Learn and worship in the name of God - Father, Son and Holy Spirit - revealed in the life, death and resurrection of Jesus Christ and value, respect and celebrate all faiths and cultures.
- Believe in themselves and become successful adults – developing their vision, faith, ambition and aspirations.
- Develop a resilience and inner strength to overcome life challenges.
- Embrace life-enriching experiences and make well-informed lifestyle choices that promote health and wellbeing.
- Develop thinking skills and transferable skills, working in partnership to become life-long learners.

The King's CE School Values

At the heart of our mission statement lies our firm belief that God welcomes us into relationship with Himself and subsequently desires that we value and respect our fellow human beings. Our school Core Values underpin all our relationships both within the school community and as we look outwards to others.

Discussions with pupils, staff and governors have led us to identify four Core Values to which we are committed as a school

Empathy – secures the unified, harmonious and respectful community in bearing with each other, putting each other's needs before our own and walking in another's footsteps. If God become flesh and lived amongst us as Jesus showing that he fully identifies with us as in Hebrews 4 v 15 we can identify with feelings and thoughts of others. The "Your Story is Our Story" initiative run on Culture Day is one formal way that the school ensures this is evident in the community.

Respect – ensures that all are celebrated as unique and created in God's image and allowed to grow and flourish and so live by the Golden Rule expressed in Luke 10 as love your neighbour as you love yourself.

Forgiveness - inspires the restorative practice that is central to the behavior policy. Jesus teaches in Matthew 18 that there is no limit to the number of times to forgive which is mirrored in the practice and in Luke 12 that we should actively seek reconciliation which inspired the introduction of restorative practice between pupils and staff at the beginning of the daily after school red detention. This distinguishes the

school from others in the city. All staff have been trained on restorative practice and the school has appointed a Restorative Practice Co-ordinator.

Responsibility – informed the introduction of The King’s expectations that set out practical guidelines for every pupil in their conduct and behavior round school at all times and instill that their behavior is their responsibility. The school council worked together on creating the standards and also the refinement to the behavior points being referred to as self-discipline for learning and signpost to self-control listed as one of the nine virtues Paul lists in his letter to the Galatians.

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Introduction

As an inclusive voluntary aided Christian school; The King's CE school values respect and celebrates all faiths and cultures because we are inspired by a welcoming, inclusive and hospitable God who makes time and space for everyone.

We recognise that every pupil is unique and precious and we seek to develop their full academic, social and spiritual potential in a caring, secure and safe community.

It is the aim of this policy to set a high standard of discipline and behaviour across the school. Our emphasis will be on recognising and celebrating effort and success and teaching pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

We aim:

1. To set the highest expectation of behaviour for learning for all pupils and students and believe that all are capable of meeting the standard with the systems of praise, rewards, sanctions and interventions to support all.
2. To ensure a consistent approach by all pupils, students, staff, leaders, governors and parents.
3. To model the School's values of empathy, respect, responsibility and forgiveness in all relationships and responses to behaviour.
4. To raise aspirations of all pupils and students for them be positive role models and active members of the school community.

Section 1 - Statutory Framework

This behaviour policy is written in line with the following areas of legislation and guidance:

Education Act 2002

Education and Inspections Act 2006

Equality Act 2010

Education Act 2011

Behaviour and Discipline in Schools – DfE Guidance 2017

Alternative Provision – Guidance January 2013

Behaviour in Schools March 2017

Mental Health and Behaviour 2018

Keeping Children Safe in Education 2019

Exclusion from maintained schools' academies and pupil referral units 2017

Searching, screening and confiscation at school 2018

Section 2 - Links to other Policies

The Behaviour policy refers to and is in accordance with the following areas of School policy:

Safeguarding and Child Protection policy

Anti-bullying policy

Attendance policy

SEND policy

Uniform Policy

Section 3 – Behaviour for Learning – The Basics Framework

The behaviour for learning framework links closely to the school's Teaching and Learning Framework. The climate for learning is fundamental to securing the highest standard of behaviour for learning. It is created and established by pupils and students being known as individuals with clear and consistent routines to follow in an organised and stimulating classroom environment.

The learning standard is set for all pupils in their approach to learning, behaviour for learning and presentation of work. All staff are to be insistent and persistent for all pupils to meet the standard by the consistent use of rewards and sanctions.

3.1 Classroom expectations

We expect all class teachers and tutors to:

- Meet, greet and seat pupils in a positive manner according to a considered seating plan on class charts
- Check pupils are wearing the correct uniform and looking smart.
- Employ a carefully prepared seating plan to help enable pupils to work to their potential.
- Ask for equipment to be placed on desks, coats to be taken off and bags off backs and out of the way as appropriate.
- Deliver well planned and prepared learning opportunities that engage, challenge and enable all pupils to be successful.
- Praise and reward pupils when they work hard and try their best.
- Employ a range of classroom strategies, modelling the school's values and adopt a restorative approach, as appropriate when pupils are not responding as you would expect them to.
- Demonstrate flexible consistency, showing awareness of individuals, their needs and situations.
- Plan time to deliver extended learning in your lesson, allowing for misconceptions to be addressed
- After every lesson, dismiss pupils on time and in an orderly manner.
- At the end of period 6 pupils check and tidy the room, stand behind their chairs and are dismissed when the bell rings.

3.2 Behaviour for Learning responses

If pupils do not respond to strategies used within the classroom then the following steps are taken as set out in the chart on page 6. The details to the interventions are set out in Appendix 1.

3.3 Mobile Phones

Mobile phones are not allowed in school and if seen by a member of staff will be confiscated and recorded in class charts. Pupils will be able to pick up their phone from reception at the end of the day. If confiscated a second time parents/carers will be notified and will be expected to pick up the phone from VP Pastoral.

If a child uses their mobile phone to call home during the school day to discuss a behaviour event the school may increase the original sanction given. If parents/carers need to be informed of any behaviour or safeguarding issues then this will be done through the appropriate procedures (usually a phone call from a member of staff).

3.4 Use Social Media

The school recognises that the majority of pupils will be responsible in their use of social media. The use of social media will become a disciplinary matter if used in any of the following ways:

- Bring the school into disrepute
- Breach copyrights of any kind
- Bully, harass or be discriminatory in any way
- Be defamatory or derogatory

3.5 Energy drinks and sweets

We encourage pupils to live a healthy lifestyle including following a balanced diet. Energy drinks and sweets are not allowed on the school premises and will be confiscated if seen by a member of staff

3.6 Behaviour outside of school

It is important that pupils uphold high standards of behaviour outside of school, this includes travelling to and from school as well as school visits. During these times any inappropriate behaviour that does not meet the usual school behaviour expectations will be dealt with in accordance to the behaviour policy. In addition, further sanctions may be put in place if the behaviour is witnessed by any member of the public and puts the reputation of the school into disrepute.

3.7 Restorative Practice

Restorative Practice (RP) is integral to our behaviour policy and should be used at all levels. If a pupil receives a sanction in class it is the subject teachers responsibility to attend the detention in order to complete an RP session. This can be facilitated by the RP co-ordinator who will be available during detentions. The RP co-ordinator will also facilitate sessions between pupils at the request of teachers and/or pupils themselves. Restorative Practice contributes to positive relationships between all members of the school, ensuring that we are able to live in a *unified, respectful and harmonious community*.

Behaviour Flow chart

*Students have the Home School Agreement and SDfL Behaviour Routines

Pupils in form time will follow a rigorous routine of equipment checks and uniform checks. If not perfect, students will be logged on CC and receive a lunchtime **Standards** detention that day.

**Repeated issues will result in a loss of SDfL points and further sanctions.*

Pupils in class will have:

Verbal Reminder- reminding pupils of our shared expectations

First Warning- log on CC (pupil loses -1 SDfL point)

Amber Warning- log on CC (pupil loses -1 SDfL points)

Faculty Removal- log on CC (pupil loses - 1 SDfL points and receives a RED detention

Standards Detention- Monday to Friday in VCC lunchtime every day - HoY

Incorrect/ missing uniform

Not ready to learn with basic equipment for learning, including: 1xruler, 1x pencil, 2x pens.

Inappropriate Social Time Behaviour: before/ after school, break or lunchtime, in the corridor.

**This is not an exhaustive list*

RED Detention- Monday to Thursday in VCC for 45 mins

Pupils may receive a RED detention for either:

Two Amber warnings Two Late to lesson Two late to school

A Faculty Removal Issued by HoY/HoF/SLT as a sanction

Failure to attend *Standards* detention

Two *Standards* detentions in a week

**This is not an exhaustive list*

***If pupils fail to attend a RED detention then this is logged on CC and upscaled to SLT Detention.*

SDfL Report- FT/ HOY/ SLT

Pupils might be placed on an SDfL report for an agreed period of time to monitor their behaviour/ progress towards agreed targets. SDfL reports will be checked by an agreed member of staff on a daily basis and will need to be signed by Parents/Carers.

SLT Detention- Every Friday in VCC for 1hr 30 mins.

**If pupils fail to attend an SLT detention then this is logged on CC and upscaled to an Internal Exclusion.*

Internal Exclusion- Minimum 2 days will be served

A serious breach of our Home School Agreement.

Behaviour in SLT detention is not appropriate.

Non-attendance at SLT detention

Loss of -20 SDfL points

**Some incidents may also lead to FTE*

Fixed Term Exclusion

A serious breach of our home school agreement

**This system links to the school's disciplinary stages, passport and sharing panel placements. Serious, persistent breaches of our Home School Agreement may result in a permanent exclusion*

Section 4 – Sanctions

4.1 Internal Exclusion

Pupils who have not responded to the levels of warnings and detentions or have behaved inappropriately may be issued with an internal exclusion. Pupils will be supervised in the inclusion room and work independently on the work set by their class teachers for that day (9.20am-4:15pm). Parents and Carers will be informed of the sanction. Pupils will have the opportunity to reflect on their behaviour in line with our mission statement: Empathy, Respect, Forgiveness and Responsibility. Inappropriate behaviour whilst in the inclusion room is likely to lead to a fixed term exclusion.

4.2 Fixed Term Exclusion

A pupil may be excluded up to 45 days in a single academic year. A pupil may be excluded for a fixed term for a one-off offence at the Principal's discretion or for persistent disruption and poor behaviour. Examples of behaviour leading to immediate exclusion are: (it must be noted that this is not an exhaustive list)

- Physical violence
- Threatening behaviour to other pupils
- Abusive language directed at staff
- Bringing an item/article on to the school premises that is deemed to be offensive or dangerous or a replica/imitation item that could be seen as an offensive weapon or dangerous item/article
- Persistent bullying, including cyberbullying
- Downloading inappropriate material from the internet
- Deliberately setting off the fire-alarm

A member of SLT or the Head of Year will phone home to inform parents of the decision and a letter will be sent home. A reintegration meeting will be held with the pupil and the parent on **the final day** of the fixed term exclusion and a plan put in writing to the parent and to the pupil outlining the support for their return to school. **A reintegration meeting must take place before the pupil can go back to their timetabled lessons.**

4.3 Permanent Exclusion

A permanent exclusion can be made in accordance with the guidance issued by the DfE: "A decision to exclude a pupil should be taken only:

- a) In response to serious breaches of the school's behaviour policy;
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Principal can exclude a pupil.

A decision to exclude a pupil permanently is a serious one. 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. There will, however be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a child for a first or "one off" offences that put other members of the school at risk such as serious violence, supplying illegal substances, carrying a knife or other offensive weapon, carrying fireworks and violence or threats of violence towards staff are likely to result in permanent exclusion.

The decision to exclude for persistent breaches of the behaviour policy is for the Principal to take based on the circumstances and when other sanctions and strategies have been exhausted.

The inclusion administrator will ensure that the exclusion letter is written to parents and they are informed of the length of the exclusion, the reason for it and the date of the pupil returns to school.

Section 5 Alternative Provision

It may be appropriate under some circumstances to direct a pupil to alternative provision. This could include The Switch Project, Lawnswood Campus or NOVA vocational training. This may include short term as well as long-term placements. Although we always seek to do this in partnership with parents/carers we can legally direct a pupil to alternative provision without parental consent/agreement if we feel that it is in the best interest of the child.

Section 6 Rewards

Rewards play an essential part in school life and are often far more powerful in improving standards in behaviour and conduct than sanctions. Pupils can be rewarded under the following categories:

- **Aspire**
 - Excellent effort
 - Outstanding effort
- **Believe**
 - Participation
 - Perseverance
 - Organisation
 - Determination
 - Resilience
- **Achieve**
 - Excellent work
 - Outstanding work
 - Excellent extended learning
 - Outstanding extended learning
- **Together**
 - Respect
 - Courtesy
 - Responsibility
 - Co-operation
 - Teamwork
 - Contribution to the school community

Each week the pupil, tutor group and House with the highest number of rewards is celebrated and over time celebratory lunches and rewards are issued in recognition of the milestones met. (See 'King's Commendation Diamond' on the following page). In addition pupils will receive a Principal's letter termly to recognise 100% attendance and outstanding achievement.

Self-Discipline for Learning Behaviour System (SDfL)

The Learning Standard, a strand within the Teaching and Learning Basics sets out the standard in the approach to learning and behaviour for learning expected for all pupils. The Self-Discipline for Learning (SDfL) system ensures all are supported in securing the very highest standard in their approach and behaviour to learning throughout the school day and secures the consistency across the school.

It aims to:

- automatically and systematically reward those students who get it right and therefore do not lose any or very few SDfL points.
- raise the standards our students expect of themselves and identify who needs further intervention.
- provide a clear, differentiated response that promotes co-operation, collaboration and self-improvement in our students and change the language used by all members of the school regarding behaviour.
- provide more clarity about where our students are in terms of how serious their situation is, how they can improve their situation and what will happen if they do not.

How it works- implementation

All pupils start each term with 20 positive behaviour points (SDfL points). Their aim is to keep them. Transgressions result in the loss of 1 or more points depending on the severity of the transgression. The triggers for actions are:

- At 15 points form tutors should intervene- this will be a call home, a discussion with the student and a form tutor report, depending on the situation.
- At 10 points there is a head of year intervention. This will normally be a report, but may also involve a parental phone call or meeting depending on the circumstances.
- At 5 points there is a SLT intervention. This will be a report to the Link SLT member and a phone call to try to prevent the IE and further loss of points.
- If all points are lost, the student will complete a period of Internal Exclusion- minimum 2 days.
- 15 Points are restored after the completion of an IE and students can NOT become part of the 20 Club for that term.
- Once a pupil is on report they will have the opportunity to begin earning points back. They can recoup a maximum of two per week, and these may be awarded by the form tutor or HOY. In order to regain these points their behaviour should be overwhelmingly good for the week of the report.
- 20 points are automatically restored for all pupils at the beginning of a new term giving all pupils an incentive and second chance to modify behaviour. Records of all points lost throughout the year will remain on the system, however.

The 'Twenty Points Club'

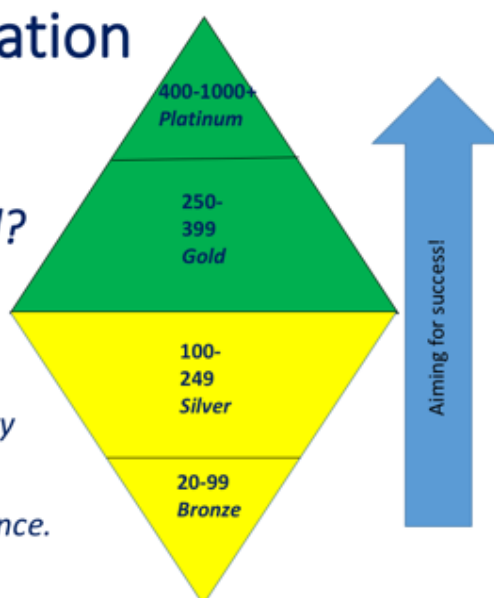
We have many excellent, well behaved pupils who rarely, if ever, collect behaviour points. The SDfL system recognises them as they become part of the 'Twenty Points Club'. This will develop into awards and opportunities. Pupils who keep their twenty points will be systematically rewarded- different tiers of rewards will be given termly and annually.

Weekly achievement updates are shared with staff that celebrate pupils' success. Half-termly reward assemblies will celebrate pupils for achieving a high number of commendations (bronze, silver, gold, platinum), 100% attendance, excellent/ most improved SdFL scores (20/20 club), non-academic achievement awards, including character awards, linked to our school values. Using the Commendation Diamond on page 47, pupils will be able to clearly see where they are within the school rewards system and what award they can expect to receive at the next award event (bronze, silver, gold etc.)

The King's Commendation Diamond

Where am I? What's my goal?

Earn commendations through leadership, citizenship and community activities, achieving your goals, positive behaviour and 100% attendance.



The King's Values - Empathy - Respect - Responsibility - Forgiveness

Class Teachers and Tutors will follow the guidelines below to ensure a consistent approach:

- Meet, greet and seat pupils in a positive manner.
- Check pupils are wearing the correct uniform and looking smart.
- Employ a carefully prepared seating plan to help enable pupils to work to their potential.
- Ask for equipment to be placed on desks and bags off backs and out of the way as appropriate.
- Deliver well planned and prepared learning opportunities that engage, challenge and enable pupils to be successful.
- Praise and reward pupils when they work hard and try their best.
- Employ a range of classroom strategies as appropriate when pupils are not responding as you would expect them to.
- Demonstrate flexible consistency to bring pupils back on side, showing awareness of individuals, their needs and situations.
- Plan time to deliver extended learning in your lesson, allowing for misconceptions to be addressed and for you to check it is recorded.
- After every lesson, dismiss pupils on time and in an orderly manner.
- At the end of period 6 pupils check and tidy the room, stand behind their chairs and are dismissed when the bell rings.

APPENDIX A

Class Teacher Intervention

Warnings are given in lessons for any negative behaviours and logged on Class Charts the software used by the school to monitor and track behaviour. The categories are:

- poor effort
- failure to follow instructions
- low level disruption
- inappropriate behaviour towards another pupil

Form Tutor Intervention

Level	If a pupil...	You should ...
TUTOR	Fails to meet basic standards: <ul style="list-style-type: none"> • Fails to wear correct uniform. • Is not equipped to learn 1xruler, 1x pencil, 2 pens 	Discuss with the pupil and log a verbal reminder.
	Fails to meet basic standards without a valid reason	Log a Standards Detention (Tutor folder in Class Charts with a note e.g. no tie) -1 SDfL point Inform Pupil of the detention.
	Receives -5 SDfL points	Contact Parent/Carer and share concerns. Issue a Form Tutor SDfL report and discuss targets with pupil. Log that a report has been issued on Class Charts. Check and sign the report on a daily basis. Praise positive behaviour and discuss strategies to meet targets. Pupil to remain on report for 1 week.
	Loses their Tutor SDfL Report. Does not complete their report fully. Receives three or more crosses in a day.	Log Report expectations not met -1 SDfL points (reports folder in Class Charts) If pupil loses his/her report issue a new Form Tutor SDfL report and write replacement across the top.
	Meets their targets	If report expectations met for the whole week- 1/ 2 SDfL points to be earned back- FT to email HOY to complete this. Praise positive behaviour and inform Parent/Carer.

Head of Faculty Intervention

Heads of Faculty are responsible for securing the Learning Climate of their zone. To ensure consistency they will need to:

- monitor behaviour across the Faculty and support pupils and staff in ensuring the best Learning Climate.
- ensure that pupil meet and greet is taking place
- challenge unacceptable behaviour in the corridors and issue sanctions as appropriate through Class Charts
- supervise Red detentions on a rota
- monitor on call as per on call guidance
- ensure that work is provided for pupils in IE/FTE and placed in Reception, in the IE work in tray. Work needs to be subject specific and meaningful.

Level	If a pupil...	You should ...
HEAD OF FACULTY	Receives two Amber warnings in a Faculty	Receive an email from Class Charts. Discuss with the pupil/staff members and ensure RP has taken place.
	Receives two Faculty Removals within your Faculty	Receive an email from Class Charts. Discuss with member of staff/pupil and develop support/intervention strategies Liaise with HoY and make parental contact if necessary.
	Persistently fails to complete EL	Discuss with member of staff/pupil and develop support/intervention strategies Liaise with HoY and make parental contact if necessary.

Head of Year Intervention

Level	If a pupil...	You should ...
	Receives -10 SDfL points	Contact Parent/Carer and share concerns. Issue a HoY SDfL report and discuss targets with pupil. Log that a report has been issued on Class Charts. Check and sign the report on a daily basis. Praise positive behaviour and discuss strategies to meet targets. Pupil to remain on report for 1 week.
	Loses their HoY SDfL Report. Does not complete their report fully. Receives three or more crosses in a day.	Log Report expectations not met -1 SDfL points (reports folder in Class Charts) If pupil loses his/her report issue a new HoY SDfL report and write replacement across the top.
	Meets the expectations of the HoY SDfL Report	1/2 SDfL points to be earned back – Praise positive behaviour and inform Parent/Carer.
	Receives 2 or more lates to school/to lesson in a week.	Discuss with pupil.
	Serves a period of Internal Exclusion	Contact/meet Parents

Ratified by Governors – March 2020

Review – March 2021

