

KENTON SCHOOL



BEHAVIOUR POLICY

Policy date: September 2019

Governors Approval:

Review date: September 2020

Background

This policy aims to establish the principles which underpin our guidance on behaviour to students and staff at Kenton School. It articulates a framework within which behaviour can be shaped so that it conforms to acceptable school norms and also supports the learning processes that occur within school.

It is derived from the vision within Kenton School, implicit in the motto 'All Different All Equal':

As such we are wholly committed to ensuring full compliance with the Equality Act 2010, in respect of Safeguarding the education of all young people, including those with Special Educational Needs.

Expectations

We expect all members of the school community to adhere to our 3 main objectives –

- Be safe
- Be kind
- Try your best

The expectations and aspirations for Kenton School students are high. All children have the right to a first class education, and as such we must work together to maintain an environment where students can thrive and fulfil their potential.

Governors, teachers and associate staff at Kenton School understand that skills, attitudes and abilities are developed as people learn and grow. In keeping with our "All Different All Equal" motto, we expect and understand that some students will excel whilst others may need more support and encouragement to meet these expectations.

All forms of bullying are unacceptable. The school's Anti – Bullying policy outlines our approach to eradicating bullying from our school.

Key Principles

1. **Relationships** – Positive and professional relationships underpin the high standards of behaviour that we expect at Kenton School. All stakeholders (staff, students and parents) must recognise that there will be times when some relationships become strained. At these times, we must work together to resolve the issues that have put a strain on the relationship and return as soon as possible to the ideal climate for learning.
2. **Routines** – Consistent routines help students to understand what is expected. Expectations should be communicated effectively to all stakeholders and should then be embedded through consistent routines in every day practice. Our aim is to be persistently consistent in our response to all behaviours.

3. **Restorative practice** – Staff must attempt to resolve minor incidents by embarking on a restorative conversation. If behaviour issues can be resolved at the earliest time, and before the next lesson, barriers to learning can be de-escalated and reduced, facilitating stronger working relationships. This process should adopt a spirit of reconciliation. Students should reflect on the consequences of their actions but also the actions necessary to improve their learning.
4. **Resilience** – Staff should look for opportunities to develop resilience and character in all interactions with students. Students who are resilient, self – motivated and ambitious will demonstrate positive behaviour on a daily basis. Others, who may lack resilience, should be supported through praise and encouragement to support the growth of these necessary characteristics.

Effective systems

The following structures and systems are in place to support all students to achieve their potential in a calm and caring environment:

1. Clear guidelines and rules which are communicated to staff, students and parents. (See Kenton School Behaviour Guidelines – Appendix 1)
2. Rewards for achievement and progress. (See Kenton School Behaviour Policy Guidelines – Appendix 1)
3. A range of sanctions for poor behaviour or lack of commitment. (See Kenton School Behaviour Policy Guidelines – Appendix 1)
4. An appropriate and easy useable system for recording all aspects of behaviour.
5. Intervention systems which provide support for students and help them to reflect on and improve their behaviour. (See Kenton School Behaviour Policy Guidelines – Appendix 1)
6. Guidance for teaching and learning staff on managing behaviour for learning. (See Kenton School Behaviour Policy Guidelines – Appendix 1)
7. A clear understanding of how incidents of ill-discipline should be challenged giving regard to the context in which they occur.
8. Appropriate consultation systems for staff, students, parents and Governors which will enable us to adapt our policy and systems.(See Kenton School Behaviour Policy Guidelines – Appendix 1)

Although specific staff lead on discipline matters (Vice Principal, Senior Year Leader and Year Leader) it is the responsibility of all staff to ensure that good order and discipline are maintained at all times in school. The school is committed to ensuring that all staff receive appropriate training and guidance to allow them to discharge this duty.

Monitoring and Evaluation

The effectiveness of the Behaviour policy and Behaviour guidelines will be reviewed annually. The views of all stakeholders will be taken into account. The stakeholders that should be consulted are:

- Teaching Staff
- Associate Staff
- Students
- Parents
- Governors

Supporting documentation

The following documents should be read in connection with this policy:

- Kenton School Behaviour Guidelines (Appendix 1)
- Managing Behaviour for Learning – Staff Good Practice Guidance (Appendix 2)
- Kenton School Detention procedures (Appendix 3)
- Anti-Bullying Policy
- Home-School Agreement
- Exclusions Policy

Appendix 1 - Behaviour Guidelines and Rules

We have 3 simple expectations for all members of the school community –

- Be safe
- Be kind
- Try your best

1. Classroom Behaviour

- Always do as staff ask.
- Listen to members of staff and others.
- Do not interrupt, shout out or talk over others.
- Hang coats and place bags in an appropriate place not on desks/tables.
- Bring basic equipment and planner to lessons.
- Ensure the planner is out each lesson and homework is recorded.
- Enter room in an orderly manner and complete a settling activity.
- Sit in the seat assigned to you by your teacher, as per the seating plan.
- Complete all learning tasks to the best of your ability.
- Complete all homework.
- Face the member of staff talking to you.
- Put your hand up to answer or ask a question.
- Value, respect and be kind to others.
- Take pride in your classroom.
- Do not eat or chew gum.

2. Around the School

- Always do as staff ask.
- Go outside at break and lunchtime – leave the school by the nearest exit
- Only enter the building for the dining hall at finger A.
- Only enter the building for the main hall between Level 1 C and B finger.
- When the bell sounds line up outside in a single file at 10.55am and 1.45pm
- Walk sensibly on the left.
- Take pride in your school.
- At lunchtime and after break line up accordingly when staff ask you to.
- Put litter in the bin; don't drop it.
- Do not swear.
- Do not run or shout indoors.
- Do not eat or drink outside dining areas (except for plain water).
- Do not gather in large groups as this can interfere with others.
- Do not scuffle or indulge in horseplay which could lead to something more serious.

3. Be kind – at Kenton School we strongly uphold our motto “All Different All Equal”

- Students should respect and tolerate all differences.
- Do not use racist, sexist, homophobic or any other insulting, bullying and abusive language and behaviour. (see Anti Bullying Policy)
- Do not use social media sites to post offensive or inappropriate comments or pictures. Always be respectful and take care if accessing social network sites such as Facebook, Snap chat or Instagram.

4. Mobile Phones

Mobile phones and other electronic devices must not be seen on school site. If a mobile phone is seen in school it will be confiscated and given to the Year Leader.

First offence: The phone will be removed and returned to the child at the end of the day.

Second offence: The phone will be removed and parents will be invited to attend a meeting with the appropriate YL where the phone will be given back.

Third offence: The phone will be held in a safe and secure place for a period of a week and then returned to the child.

Fourth offence: The phone will be banned from being in school for the rest of the term.

Emergency phone calls can be made from the Year Office or Reception. If students need to contact parents during the day they should do this via school staff only.

5. Smoking

Kenton School has zero tolerance on smoking, including electronic devices, to promote good health and benefit all site users.

If you are caught smoking, or are in the company of others who are caught smoking, the following procedure will apply.

First Offence – The Consequence Room. Parents contacted via a 'smoking letter.'

Second Offence – Parents are required to visit the school for a meeting with the Year Leader. Placement in The Consequence Room.

Third Offence – Parents will be asked to meet with the Vice Principal (Behaviour). Fixed Term Exclusion.

Persistent refusal to follow an instruction designed to protect people's health will be considered a serious offence, which could lead to a permanent exclusion.

6. Fire Alarms

Maliciously and deliberately setting off the fire alarm in school will lead to a permanent exclusion. The mass disruption this causes to the school population cannot be tolerated.

7. Drugs

Kenton School has a zero tolerance on drugs and psycho active substances. Any student carrying or using unlicensed or illegal drugs will be permanently excluded.

8. Toilets

Students should ensure that visits to the toilet take place at break and lunchtime and not during lessons. Students with medical passes are an exception to this.

9. Visitors

Staff should ensure that reception is aware of any visitors that are expected on site. They will not be allowed past security unless reception are aware of the appointment. Visitors will be directed by security to reception, where they will need to be met by staff and accompanied at all times.

If you (member of staff) see any visitor on site without a visitors badge and bright orange lanyard please ask to see their badge. If this is not forthcoming, please accompany the visitor to reception and tell a member of senior staff.

Following these guidelines should make Kenton School a safer and more pleasant environment for all.

If you see any pupil behaving in an anti-social way, address the issue by awarding a corridor call back.

9. School Uniform

Students are expected to wear uniform at all times when in school or when representing the school elsewhere.

Years 7 – 11

1. White Shirt
2. Black trousers (boys), black skirt or black trousers (girls)
3. School Blazer
4. School tie
5. Warm outdoor coat (not to be worn in the building)
6. Plain black school shoes (not trainers, sports shoes or boots) with no heel or coloured adornments

Please note that for Health and Safety reasons footwear should be sensible.

Apart from a watch and a discreet stud in each ear, the wearing of jewellery is not allowed, and will be confiscated if worn.

No facial piercings are allowed.

Hairstyles and makeup should be conservative. Only natural hair colour will be permitted. False or inappropriate nail extensions are also not allowed.

The wearing of any headwear including those that hide the face e.g. hoodies, balaclavas and snoods is prohibited on the site. Except for purposes directly connected to religion.

10. Food and Drink

Kenton School aspires to promote healthy living. The consumption or possession of carbonated drinks in school is not permitted. The chewing of gum in school is not permitted.

11. Lateness

Any student who is late (i.e. has not entered through student reception by 8.20 am) will be issued with a late slip at the late office and a note will be made in the pupil's planner. The student must then go straight to their lesson where the late slip is shown to the classroom teacher. Class teachers should not admit a student during period 1 who does not have a note in the planner. Pupils who are regularly later than 9.00 am will be isolated until period 3.

Students will receive an after school detention on the day that they are late which will be supervised by a member of the Senior Leadership Team.

Year Leaders will contact the parents of persistent offenders to discuss strategies to improve the situation.

12. Allegations against staff

We would encourage students and parents to notify the school immediately of any incident that has caused upset or concern. All allegations made against staff will be investigated under the terms of our Safeguarding Policy. Where professional malpractice has occurred, issues will be dealt with in line with the school's code of conduct.

In the event of a malicious allegation, the school has the right to take disciplinary action against the perpetrator of the malicious allegation, which could result in permanent exclusion.

13. Use of reasonable force

Staff are strongly advised to avoid physical contact with all students at all times, except as an essential part of instruction (e.g. some PE activities). However, occasionally situations may arise where the member of staff may need to use reasonable force to ensure their own safety or that of other members of the school community. In these instances, staff should notify a member of SLT at the first available opportunity and follow up with a written report to the Senior Year Leader and Vice Principal. Key staff have had Positive Handling Training and can be called upon for support in these rare instances.

14. Weapons

The school reserves the right to permanently exclude any pupil who brings an item into school that could be reasonably construed as a weapon. The item will be confiscated and the police will be called.

15. Searching of students

The school has the right to search any student where there is concern that they are in possession of any item or substance that may endanger the safety of that student or any other member of the school community. Permission to search should be obtained from a member of the SLT. Searches should be carried out discretely in the presence of the YL and a member of SLT.

15. Off-site / out of school behaviour

The school has the right to take disciplinary action against a student for misdemeanours that take place outside of school and / or bring the reputation of

Kenton School into disrepute. This is especially so when a student is wearing school uniform or is in the vicinity of the school or on public transport travelling home.

Rewards for Achievement and Progress

Ideally students should be intrinsically motivated, thus making the needs for rewards redundant. However, we know that there are times when students deserve to receive a reward for their efforts that go above and beyond school expectations.

This can be for making progress, outstanding behaviour or improved or excellent attendance.

In addition we have created a more structured approach to in class Positive Rewards in the shape of the Praise System.

Praise System



Principal Commendation

You will be nominated for a Principal Commendation. You will have tea with the Principal and be rewarded in assembly too.



Department Student of the Half Term

Every half term each Department will select a Champion Student to acknowledge your excellent work, attitude and behaviour. To be rewarded from a prize draw.



School Trip

When you reach 500 points in a term you will be eligible for a Student Reward such as a trip or movie experience.



Entry to Positive Prize Draw

When you reach 300 points on SIMS in a term you will be entered into a prize draw. A winner will be selected from each year group.



Home Contact

The teacher awards praise points on SIMS and a postcard or phone call informs parents of this praise. You will also receive a note from the Principal.



Praise Points on SIMS

The teacher writes a positive comment in your student planner and awards praise points on SIMS.



Praise in Planner

Teacher writes a positive comment in your student planner.



Verbal Praise

Verbal praise for a piece of work or good behaviour will be given to you.

KS3 Kenton Graduation Challenge: In Years 7 and 8 students are aiming to graduate into KS4 by proving they are developing the necessary learner characteristics required for GCSE study. Along the way they will be rewarded for reaching their expected milestones and ultimately by graduating at the end of Year 8

How you can Achieve Kenton Challenge points

Be kind

- All adults who work at school can award you points for acts of kindness. This may include acts such as encouraging another student, helping another student or member of staff or alerting an adult if you are aware that a student is upset or concerned.

Try your best

- Every week you have 100% attendance you will be awarded points.
- Your commitment grades will be collected every six weeks at school. If they are all outstanding you get points.
- Teachers may award you points for excellent work, community service, participation in school events, teams, productions, excellent reading, being a reflective learner or sustained commitment to a school service, club or team.

Sanctions for Poor Behaviour for Learning and Commitment

There are a range of behaviour sanctions that may be employed by members of staff at Kenton School. If members of staff do use these they are to be used as strategies to support students to improve their behaviour for learning. Parents and carers should support these strategies as part of the Home School Agreement (see Appendix 3) to work in partnership to support children as they grow and learn.

Sanctions vary in seriousness of consequence dependent on the serious or persistent nature of behaviours that detract a learner from their own learning or other learners.

Classroom Sanctions

From January of 2019 we have instigated a Consequence based system for dealing with low level disruption. This was approved by Governors and went live with Year 9 at the beginning of the January and rolled over to the subsequent year groups over the following weeks. The system is set out below and outlines 'set in stone sanctions' for disruptive behaviour.

The Consequence System

C1 – First Warning in classroom

C2 – Second Warning in classroom

C3* – Final Warning in classroom a note will be added to the planner

C4 – At this point a pupil will be asked to leave a classroom and spend the remainder of the lesson in a Departmental Reflection Room. They will also be issued with an immediate departmental detention that evening held in a room of the department's choosing for thirty minutes. The school will make contact with those parents who have expressed a concern about being given due notice of this detention.

If a pupil doesn't arrive to the detention or disrupts the detention this is then cancelled and a C5 whole school detention is then issued for the next evening.

C5 – Pastoral Detention - For one hour in the Main Hall supervised by Year Leaders.

Pupils will be escorted to **C5** by subject teachers at 3pm following the issue of an escort slip by The Runners. **C6** – Consequence Room Reflection - If a pupil chooses not to undertake community service and not to comply with C5 Detention rules they will automatically be booked into the Consequence Room. This will be the day immediately after the C5 detention failure.

C7 **– Fixed Term Exclusion - If a pupil fails the Consequence Room by disrupting this room or failing to follow a reasonable instruction.

*If a pupil receives 2 C4 misdemeanors in one day they will be isolated from lessons for the rest of the day

**If a pupil receives 45 days' worth of C7 exclusions they will be permanently excluded.

The school carefully tracks pupils through internal tracking systems and the STEP System and where appropriate parents are contacted and parental meetings set up to discuss behavior. However a parental meeting is not required following a C7 sanction, although when a pupil has achieved multiple C4s a parental meeting will be convened.

Detention

When students have failed to listen to warnings and who have persistently disrupted learning or have failed to meet learning expectations. They may be detained, these could be:-

C4 Detentions occur the evening of the transgression and last 30 minutes – supervised by subject leaders

The C5 detention occur the day after a C4 detention if a pupil chooses not to attend the C4 detention. This is supervised by pastoral staff.

Although schools are no longer required to give 24 hours' notice to parents if a student is to be detained after school, we are keen to work alongside parents. Where a parent has expressed a concern about no notice detentions we will endeavour to keep them updated as to any future short notice detentions.

If a student is kept at break or lunch they must be given the opportunity to have a toilet break and have some food.

Corridor Call Back

If a student fails to meet our expectations before school, at break, lunch, in between lessons or after school, they should be given a corridor call back. This will take place in the main hall, where the teacher awarding the CCB will conduct a restorative conversation with the student regarding their behaviour. The CCB will last 15 minutes from the time of arrival. Failure to attend will result in a one hour whole school detention the following night.

On Report

There are times when students benefit from being placed on report. In most cases, this is a positive experience for the student, as relationships are strengthened due to increased contact. Additionally, it gives the student more immediate positive feedback, as all positive behaviour is noted on the report card. The student should present the completed report card at the end of every day, unless an alternative arrangement has been made with the member of staff who they are reporting to. The report should also be signed every evening by the parent, in order to strengthen communication between home and school.

Students should be placed on report for a period of no more than 4 weeks. If at the end of the 4 week period, behaviour has improved, the student should be taken off report. If behaviour has not improved, then the student should be moved on to the next level of report. The "move up" can be instigated sooner if no improvement (or indeed deterioration) in behaviour is shown. The number of pupils placed on a form tutor report will be kept to a low, manageable level in order these pupils can be monitored appropriately by relevant staff.

There are a number of levels of report –

1. Form Tutor
2. Head of Year
3. Senior Year Leader
4. Headship Team

With all of these reports parents/carers will be contacted and the reasons for the report and the aims of the report will be discussed.

When a student has been on fixed term exclusion they may be placed on a Behaviour Contract.

Staff Alerts

On occasions incidents may occur where immediate support is required in a lesson. Staff should raise a Staff Alert at this point and immediate assistance will arrive. Note this is different to a C4 Consequence being raised which is generally more gradual and not necessarily urgent.

The alert would trigger a response from roving staff who would visit the classroom as quickly as possible. On arrival the following steps would be considered with the classroom teacher and the student:

- The student agrees to a restorative conversation with the class teacher.
- If the teacher is unable to have this conversation then the student would be removed to the reflection room.
- Depending on the nature of the incident the staff member in the reflection room would decide if the student is able to return to the next lesson.
- If a student refuses to attend the reflection room, then the student should be immediately isolated with Year Leaders or SLT.

It is imperative that all staff alerts are followed up as a matter of urgency, using the following steps.

- Member of staff to give full details of incident to HOD by end of day using Raise it Online
- HOD to ensure that a letter is sent home notifying parents of the staff alert
- Department to report on follow up to be viewed by YL by end of day
- First alert offender follow – up is the responsibility of the department and should include a process of re-integration
- If a student receives 2 staff alerts in a day, they should be isolated with YL or SLT immediately for the remainder of the day, with potential further sanctions to be issued
- Students alerted more than once in the same subject should be placed on a Department Behaviour Plan
- Students who receive repeated staff alerts will face further sanctions
- Two alerts in one week would lead to a meeting with the Year Leader, parent/carers and student.

Whole School Reflection Room

On occasions the Reflection Room will be used to isolate pupils whilst an investigation takes place into an incident. The Reflection Room can also be used when The Consequence Room isn't available for minor issues such as:

- Scuffling (of the 'handbags at dawn' variety)
- Poor behaviour – failure to respond to report or 3 staff alerts per fortnight
- 2 staff alerts in one day
- Ongoing uniform issues (3 times per year)

- Bullying (minor)
- Damage
- Refusal to attend detentions
- General truancy

The Whole School Reflection Room has a very strict learning environment. Students work in silence for all lessons.

The Consequence Room and Twilight Provision

The Consequence Room is reserved for those pupils who have failed a C5 detention either by refusing to attend or by misbehaving during the detention. This will be housed in the Flexi Rooms and pupils will be given appropriate work. This room runs along normal school hours.

The Twilight Provision is for offences so serious that they justify exclusion and houses pupils who have displayed behaviour likely to lead to a Fixed Term Exclusion.

Furthermore, many students see The Twilight Provision as a stronger punishment, as they do not see exclusion as a punishment at all.

The Twilight Room operates from 9.40am until 4.30pm each day. Parents will be informed and the purpose of this sanction discussed with them.

Pupils will follow a curriculum pathway in there suitable to their Key Stage and will include English, maths and science.

Fixed Term Exclusion

Legally, only the Principal is empowered to exclude, although it is the school's policy that the VP, SYL and YL may make recommendations.

Students may be excluded from school premises for short term periods. This is a sanction that would only be employed due to the serious nature of the incident.

Parents will be informed of the exclusion and must attend a reintegration meeting with their child and this will be attended by Year Leader and the Senior Year Leader.

The Step System

Since January 2020 the school has adopted a Stepped approach to tracking behaviour. The system works on the principal that pupils who display negative behaviour can work their way up the Step System from 1 – 6.

All pupils commence their time at Kenton School on Step 1 and it is envisaged most pupils will not need to move from this step.

Pupils who do not exhibit the correct behaviour begin to move their way up the STEPS and at stage are given support from the school, external agencies and parents in order to make the correct choices.

Where a pupil reaches the end of each STEP the school will liaise with parents and highlight the support given and issue a final warning before a pupil is advanced to the next STEP.

Should a pupil reach STEP 6 despite all of the support offered they will be given final warning from the Principal and the next serious incident will lead to a permanent exclusion.

Typical support at each STEP is set out below.

Step	Lead	Typical Interventions
1	N/A	<ul style="list-style-type: none"> • There are no particular behaviour issue • Student working generally well • Student engaged in their learning • Some light touch behaviour issues possible but nothing major • But a clear escalation to STEP 2 once triggers are hit (3 C4 referrals across a week for instance)
No Warning		
2	Form Tutor	<ul style="list-style-type: none"> • Triggered by number of C4s in a month. • Decision made by Year Leaders • Low level intervention needed • Referral to Twilight for Two Days • Form Tutor report – to be sent home each week • Phone call home warning of escalation • Weekly contact with parents from tutor via phone call or email. • One to one between student and Form Tutor
Step 2 Warning		
3	Year Leader	<ul style="list-style-type: none"> • Further escalation of behaviour • Multiple C4s and misbehavior around school • Year Leader Report • Regular with parents via email • Referral to external agencies • Referral to Trailblazers • Referral to Educational Psychologist • Twilight Referral where appropriate • SENCO Involvement • Early discussion on appropriateness of EHCP
Step 3 Warning		
4	Assistant Principal	<ul style="list-style-type: none"> • Major escalations in misbehavior • Automatic five day FTE • Assistant Principal Report and Monitoring • Pastoral Group Meeting (Tuesday 3.15pm – one year group per meeting over five week cycle reviewing all pupils on Steps 2 – 6) • Daily contact with home • Letter outlining escalation and reasons for escalation

		<ul style="list-style-type: none"> Starting to build a hard 'file' building up evidence in the event that escalation to perm ex is needed Referral for Managed Move All pupils on Step 4 daily scrutiny in SLT AM Briefing looking at support and strategies Daily update on Spreadsheet
	Step 4 Warning	
5	Vice Principal (Headship Team)	<ul style="list-style-type: none"> In serious risk of permanent exclusion Bring Parents in for meeting Including Governors for panel meeting 'Pre Permanent Exclusion Meeting' Referral to external agencies if appropriate (Trailblazers, Bridges, Kalmer, Kooth) Assigned a member of Headship Team for mentoring and monitoring Parents sent copy of the report weekly Referral to Twilight Referral to external five day provision where possible Managed Move
	Step 5 Warning	
6		<ul style="list-style-type: none"> Last step before permanent exclusion Brought before Principal for Crisis Meeting Managed Move offered as final chance (unless MM recently failed) Presentation of file to parents at Final Warning meeting Explain pupils can de-escalate if they choose right behaviours Five day FTE No further contact with parents needed at this stage
	Principal Final Warning	
Permanent Exclusion		

Permanent Exclusion

Whilst Kenton School works hard to avoid this sanction it reserves the right to exercise it when the learning and welfare of students and staff is placed at risk. This decision will be reached following a final warning, as outlined above.

Interventions to help students improve Behaviour for Learning

We are able to offer a wide range of interventions to support students in improving their behaviour. These interventions will be instigated by either the Form Tutor (in conversation with YL), Senior Year Leader or a member of the Headship Team.

These include (in no particular order) –

- Alternative Provision
- Behaviour Contract
- Managed Move to another school
- Education Health Care Plan
- Early Help Plan
- Referral to School Health
- Speech and Language therapy
- School Counsellor
- Referral to Children and Young People Service (CYPS)
- PASS assessment
- Signs of Safety meeting
- MOSAIC referral
- Behaviour Support Team referral
- Specific counselling
- Multi Agency Team meeting
- Family Support Referral
- GP suggestion to family
- Sixth Form buddying
- SAHL intervention
- Reading intervention
- Change of class
- Staff mentoring
- Police / Fire services guidance session
- Information, Advice and Guidance support
- Work placement
- Student Social Worker intervention
- Subject Report
- Form Tutor Report
- Letters home
- Telephone calls home
- Subject report cards
- Contact home (post cards, letter, phone call)
- Meeting in school with parents
- Basic classroom management techniques

Appendix 2 - Managing Behaviour for Learning – Staff Good Practice Guidance

The following advice may be especially useful to staff who are new to the school.

Consistency

The school is able to achieve high standards and realise high expectations only as long as we accept collective, consistent responsibility and agree on common standards.

Apply the school expectations and standards rigorously and maintain a professional relationship with students. It is good to be warm and caring in your approach to students, but maintain a professional distance at all times; do not extend or accept inappropriate personal remarks or students calling you by first names or nicknames; it is unwise ever to touch students, except for their safety or your own, or except as an essential part of instruction (e.g. some PE activities).

Planning for Behaviour for Learning

Teachers should plan for behaviour outcomes. Teaching staff should plan to make routines and expectations clear and understood. The expectations for behaviour should be fair, consistent, realistic and positive. The teacher should plan the behaviour routines and expectations based on each student's starting point and needs. The outline for students on how they can behave should be explicit. An example to illustrate this could be the teacher modeling positive and active listening skills, and the acceptable noise level for students embarking on a class discussion. In the same exercise an expectation for one student may be higher or lower than others. Thus each student is able to make progress from their own starting point.

Leading By Example

We should have high expectations of our students; we expect them to dress smartly and appropriately and take care with their appearance; we expect them to behave with courtesy and respect towards us and other students; we expect them to use good, formal English in the classroom; we expect them to attend regularly, be consistently punctual and meet deadlines. We expect our students to be committed to their learning opportunities.

There are frequent opportunities for staff to demonstrate to students their own smart appearance, courtesy and respect, good English, punctuality and honouring of deadlines and we must offer all these examples at all times, for unfortunately students will follow a bad example as well as a good one; falling short in any of these respects would leave us without moral authority for our high expectations and would make it difficult for our colleagues to support us effectively.

Praise and Encouragement

Praise students generously whenever they deserve it. It has a powerful impact, even on those who are careful not to show it! Use all the opportunities available, both formal and informal.

Guidance

- The way in which students are spoken to sets the tone of the school, so courtesy must be a priority for staff as well as students. Staff should present a calm and reasonable appearance to students and to each other at all times, whatever the provocation.
- Coffee, or any other refreshment, should not be taken into classrooms by staff.
- No member of staff should avert his/her eyes from any situation or incident because it is not their specific responsibility. The discipline of the school is a corporate responsibility. This is particularly relevant in movement about the school.
- No outdoor coats should be worn unless the indoor temperature has fallen below an acceptable level, which would be communicated to all by Headship Team.
- No student should ever be allowed to swear or be insolent to a member of staff without being challenged and referred in the first instance to the Head of Department, form tutor or Year Leader. Anyone accepting insolence as the norm makes life more difficult for everyone else.
- If a serious incident occurs seek help immediately. While applauding the policy that staff should in the first instance attempt to solve their own problems, staff should never be afraid of referring a problem on.

Consideration of recent Attachment Training should inform our dealings with pupils.

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Appendix 3 - Kenton School- Detention guidance

Subject Detention

Subject teachers may choose to set a subject detention for misdemeanours such as –

- low level disruption
- failure to complete work set
- failure to complete homework
- lack of equipment

In the Consequence System a C4 detention can be issued and upscaled to a C5 detention where appropriate.

This will normally be supervised by the subject teacher but departments may choose to make a “central” arrangement.

If a student does not attend teacher detention, they must attend a “HOD detention”. Staffing arrangements are at the discretion of the Head of Department. This should be logged on Class Charts and will result in negative points

If a student does not attend “HOD C4 detention”, they will then be referred to Whole School detention C5 for the following night. Again, this will be logged on Class Charts.

Please note though that a phone call should be made home by the department to discuss this non-attendance and explain that the student is in whole school detention the following day.

Whole School Detention C5

Reporting and recording procedures

Whole school detention can be given for the following misdemeanours –

- arriving late for school (15, 30 or 60 minutes depending on time of arrival at school)
- receiving a corridor call back for misdemeanours on the corridor (15 minutes)
- being sent to a Reflection Room C4 (30 minutes)
- receiving a staff alert (1 hour)
- receiving a C5 detention (1 hour)

Detentions should be served on the day of the misdemeanour.

Staff **must** attend the detention if you reported the corridor call back or were teaching the lesson when the Reflection Room or Staff Alert were initiated to conduct a restorative conversation.

Staff who put a student into holding room or give a staff alert during period 5, should escort them down to the main hall at the end of the lesson.

Whole School Detention is for students in Years 7 - 10. Year 11 misdemeanours (which are very few) will be dealt with in conjunction with Year Leaders.

Holding Room, Corridor Call Back, Staff Alerts and C4 and C5 detentions should be recorded on Class Charts.

Detention Operating Procedures

Staffing

The detention will be staffed by a member of SLT, a Year Leader and teaching staff on a rota basis. It is anticipated that each member of teaching staff will carry out one detention duty per term. **All teachers who have been involved with the giving of the detention should attend the detention at some point to hold a restorative conversation with the student.**

Behaviour expectations

Students will sit in detention in silence.

Students must face forward at all times.

Students will be given the opportunity to use the time productively, for example, completing homework, carrying out revision or reading a book. If a student is unable to provide their own work, they will be expected to complete lines or will be given work to complete.

Failure to meet these expectations will be dealt with accordingly by the senior member of staff on detention duty.

Failure to attend detention - monitored by Year Leaders

If a student does not attend on the day of the misdemeanour, they will be expected to attend the following afternoon for 1 hour.

Failure to attend this detention will result in a Twilight Placement.

Persistent non – attenders will be expected to meet with the Senior Year Leader and parents / carers to discuss school expectations.

Persistent failure to follow school rules and expectations may result in fixed term exclusion.