**KENTON SCHOOL**



**Expectations for Learning Policy**

**Policy date:** September 2021

**Governor’s Approval:** February 2022

**Review date:** September 2022

Part One – One Trust Rule Statement

Part Two – Kenton School’s specific Expectations for Learning Policy

***EXPECTATIONS FOR LEARNING POLICY***

***PART ONE***

*The Trust has established one general rule which provides a framework for standards of conduct in its schools.*

***THE ONE TRUST RULE***

***“Every student and adult is expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people and their wellbeing at all times*.”**

There are many ways in which students can be helped to realise this in the life of their school. It requires the constant re-enforcement of the principles which lie behind the rule. It is therefore the responsibility of every member of staff to constantly remind pupils of their responsibility in interpreting the rule of the Trust.

Some important examples include:

1. **Responsibility to themselves**

* We are punctual and attend every day to maximise our learning
* We wear full uniform when attending school
* We know our timetable and are organised for each day of learning
* We move quickly and calmly to lessons to maximise time for learning
* We arrive to each lesson on time prepared to learn
* We bring our own equipment to school allowing us to make a prompt start to our learning in all lessons
* We maintain all books and school shared equipment in good order
* We ensure to use the toilet facilities at break and lunchtime to maximise lesson time. On occasion where there is an urgent need, we ask permission to use the toilet during teaching time and follow the directions from staff on how to do so safely
* We quietly and calmly file in and out of the classroom as directed by staff at the beginning and end of each lesson
* We take full advantage of the extra-curricular activities provided to develop our character, skills and life experiences
* We leave school promptly when dismissed at the requisite time

1. **Consideration, courtesy and respect**

* We move quietly and with purpose about the school at all times
* As a community, we respect the building and all display work, reporting any issues to staff asap
* We keep to the left in corridors to support a calm and orderly movement around the school at all times
* We have excellent manners and hold doors open for each other and adults
* If we see a visitor around school who looks in need of assistance, we are polite and will stop to help them if we can or take them to the first available staff on the corridor
* We have respect and tolerance and do not accept violence or abuse in any form; verbal or physical, and are confident to report any concerns to staff
* We are always prepared to carry out the instructions of any member of staff

Clearly the school will be better ordered the higher the degree of consensus and consistency there is among staff in applying the **One Trust Rule**. It is frustrating if some members of staff have one interpretation and others apply the rule differently. It is important that we should always discuss differences of interpretation as objectively as possible, otherwise students will devalue the interpretation.

An essential part of caring is to give very clear direction of what is and what is not expected and a clear re-enforcement by definite sanctions and most importantly rewards. Time can be spent disproportionately on a minority of students who present challenges and not enough time and positive encouragement **seen** to be given to others. In this context it cannot be emphasised strongly enough how effective the review of student academic progress and the reward for achievement can be in giving notice the Trust wishes to constantly encourage achievement. Staff are expected, therefore to regularly evaluate whether or not a student is achieving what can reasonably be expected of them.

**Violence**

It is a strict rule of the Trust that violence in its many forms is not to be tolerated. The rule is to be quite clearly understood by all students and rigorous consistency applied. This will include physical, verbal and racial or sexual abuse, as well as threats. It will also include forms of religious intolerance or sexual and homophobic discrimination.

All students acting in a violent manner, whatever the balance of blame, are to be immediately sent home and will not be re-admitted until parents have been seen. On all occasions the Principal, or in her absence the Vice Principal, must be involved. A letter sent to the home of parents must automatically be sent informing them of the incident and the duration of the suspension from school.

In certain circumstances a physical attack or threat to others may be regarded as so serious as warranting the involvement of the Police. In all such cases the Principal, or Vice Principal, must be involved prior to any such action being taken.

**Faculty guidelines**

Within each faculty handbook for staff, guidelines are to be given by the Faculty Head about the expectations the Faculty has of students for the welfare of others. This includes the faculty's stance toward violence in its many forms. This will include its attitude towards physical, verbal, sexual and racial abuse, as well as threats. A description of the range of support available to staff within the faculty is to be included in each handbook as well as a description of the action to be expected in the investigation of allegations of unacceptable conduct by a student. There is also a clear indication of the actions which may be taken in the interests of the individual and/or school. Colleagues are expected to follow these faculty procedures.

**Year Leaders**

Where faculty sanctions or encouragement are failing to achieve the improved behaviour or attitude or where the parents are unco-operative, then the Year Leaders will ask to see the parents and seek their support. If necessary, at this point the Principal or members of Leadership Team may also be involved. If the situation gets to this point, at least one week's detailed report of progress in all faculties may be asked for. A Year Leader may also judge that it is essential to carry out a detailed review of a student's conduct within the school including a case conference involving appropriate staff who can assist in the review. In such circumstances the purpose of an individual review must be to establish an action plan, which is designed to achieve a positive outcome for the future development of the student. Involvement of SEND staff may be essential in order to assist in aspects of the review of the needs of an individual.

**Staff Responsibility for discipline**

1. Staff must work together all the time to encourage the observance of the **One Trust Rule.** A quiet word may suffice, but it is the **frequency** of checking and reminding which is effective.
2. Staff are expected to demonstrate their punctuality to lessons and tutor time, thereby setting high standards for students.
3. The Principal and other senior staff will regularly visit classrooms to inspect work as a positive support in making students feel that their work is being monitored and praised.
4. Disciplinary matters are the responsibility, in the first instance, of the class teacher and the Faculty Head, except in those situations where a disciplinary incident has arisen out of the Faculty area or during pastoral and break times. In these circumstances the matter will be dealt with by their tutor, Year Leader or the member of staff on duty in the area.
5. The Principal, members of the Leadership Team or Year Leaders will provide immediate support to teachers who request assistance with urgent disciplinary matters

**Expectations of staff**

1. Work must be prepared at the appropriate levels for students. All work should be marked with **positive** comments. The homework timetable agreed should be followed carefully.
2. To be confident that professional standards of demeanour and address are used towards students at all times.
3. To be always punctual to lessons. Classes should not be left on their own without very good reason.
4. To work together as a staff team to achieve as much consistency as possible in setting expectations and standards in the style of the school.
5. To work with all staff in the management of the orderly and quiet movement of students between lessons.
6. To maintain a register at every lesson and to check this and record absences. Suspicion about truancy to be reported immediately to Year Heads.
7. It is a clear direction of the Trust and the law that teachers are not to strike students.
8. Similarly, staff must under no circumstances be verbally, sexually or racially abuse students.

In other words, **the One Trust Rule applies to all staff at all times**.

**IN LOCO PARENTIS**

Since we are indeed "in loco parentis", then what are the obligations that we might agree have a moral, ethical and professional force?

Teachers and Associate staff should:

1. Value all the children in a school equally.

2. Demonstrate that the welfare of a student is the first consideration.

3. Avoid physical and emotional seduction of students.

4. Ensure that differing talents and differing deficiencies are recognised, accepted, appreciated and enjoyed, with a commitment to draw out the potential in each student.

5. Recognise that subtlety and skill, sensitivity and flexibility and a willingness to compromise are needed to deploy resources to meet the needs of all the students.

6. Show a commitment and acceptance to go on caring, whatever the response of the student, recognising this is basic to the well-being of the whole school.

7. Recognise that the demanding task of forgiveness of the person, while not condoning breaches of codes, customs, conventions and rules, is the only appropriate moral stance for a teacher.

**Care of the buildings and school resources**

Trustees are conscious of their responsibility to do all in their power to make the environment of the school a pleasant and stimulating environment. The following are obligations every member of staff has in supporting this.

1. **Display**

It is important for high standards of display to be provided within teaching areas, corridors and hallways. Every member of staff has an obligation to support this by ensuring that any room for which they have responsibility has well-designed and presented display work.

1. **Tidiness**

It is an expectation that staff ensure that all offices, work spaces, classrooms, corridors and hallways are well-organised, tidy and free of clutter. Trustees regard the working conditions for teachers and students as a matter of high priority. Staff are expected to ensure that areas for which they have responsibility are organised in such a way as to guarantee they are not untidy.

1. **Vandalism**

Any incidence of graffiti or vandalism must be checked immediately and the persons responsible made to clean it up. It essential that students know that we will collectively ensure that culprits will be traced. If there is any damage to property, the Head of Faculty or senior staff must be informed and parental contact made, if necessary. Every member of staff has an obligation to support this by ensuring that any room for which he or she has responsibility is free of graffiti. If a culprit cannot be traced the caretaking staff will remove the graffiti within 24 hours.

**Students who fail to conform to the One Rule**

The school will take firm and prompt action with any student who refuses to follow the **One Trust Rule.**

***PART TWO***

**Kenton Schools Expectations for Learning Policy**

**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
* Anti-Racism Policy

**Appendix 1 - Behaviour Guidelines and Rules**

1. **Classroom Behaviour**

* Pupils always do as staff ask to maximise the positive learning experience.
* Pupils listen to members of staff and others to support their learning.
* Pupils respect each other and their learning and do not interrupt, shout out or talk over others.
* Pupils hang coats and place bags in an appropriate place (not on desks/tables).
* Pupils bring their own equipment to school allowing them to make a prompt start to learning in all lessons
* Pupils place their planner on their desk each lesson and homework is recorded.
* Pupils enter the classroom in an orderly manner and immediately complete the retrieval activity in silence as a closed book activity.
* Pupils sit in the seat assigned to them by their teacher, as per the seating plan.
* Pupils always complete all learning tasks to the best of their ability.
* Pupils complete all homework.
* Pupils are polite and face the member of staff talking to them.
* In addition to cold calling questions, pupils raise their hand to answer or ask a question.
* Pupils value, respect and are kind to others.
* Pupils take pride in their classroom and report any issues to staff.
* Pupils do not eat or chew gum inside any part of the school building
* Pupils ensure that their workspace is tidy for the next class to learn and calmly file out of the classroom as directed at the end of the lesson

1. **Around the School**

* Pupils always do as staff ask supporting them to move quietly, quickly and calmly to lessons.
* Pupils keep to the left in corridors to support a calm and orderly movement around the school at all times and do not scuffle or indulge in horseplay which could lead to something more serious.
* Pupils standard of uniform is exceptional at all times when moving around the school.
* Pupils go outside at break and lunchtime, leaving as directed by staff.
* Pupils take pride in our school; we respect the building and all display work, reporting any issues to staff asap
* Pupils line up efficiently as directed after break and at lunch allowing key messages to be shared and to move calmly with purpose to lessons.
* Pupils only enter the building for the dining hall using the directed route.
* Pupils use litter bins and do not drop litter.
* Pupils do not swear.
* Pupils do not eat or drink outside dining areas indoors (except for plain water).
* Pupils do not gather in large groups as this can interfere with others.

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

* Pupils should respect and tolerate all differences.
* Pupils do not use racist, sexist, homophobic or any other insulting, bullying and abusive language and behaviour. (see Anti Bullying Policy and Anti-Racism Policy)
* Pupils 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.

1. **Mobile Phones**

Mobile phones and other electronic devices must not be seen inside the school building. 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.

1. **Smoking and Vaping**

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

If students are caught smoking or vaping, or are in the company of others who are caught smoking or vaping, the school reserve the right to exclude a student and bring parents into school for a meeting.

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.

Some schools have faced issues with illicit drugs being consumed through vapes. The school has the right to permanently exclude students suspected of this, where there Is reasonable evidence to indicate illicit use of drugs within a vape.

1. **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. Almost 2000 students will have their education affected should a fire alarm be maliciously activated.

1. **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.

1. **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. Any use of the toilet during lesson time, in case of emergency, must be carefully managed with a member of staff contacting the roving team or reception and students MUST be escorted to the room. Under no circumstances should a student be given keys to a toilet to allow themselves in; this presents a serious safeguarding risk.

1. **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 is 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 – including cleaning and site staff) see any visitor on site without a visitor’s badge and bright orange lanyard, please ask to see their badge. If this is not forthcoming, please accompany the visitor to reception and inform a member of senior staff.

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

If you see any student behaving in an anti-social way, address the issue by referring to the senior staff or Year Leader associated with that year group.

Post 16 students, who are not expected to wear uniform, are required to wear a lanyard for identification.

**10. 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, black skirt or black trousers
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 or tongue 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 no nail varnish

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.

**11. Lateness**

Lateness to school will not be tolerated. Students will be expected on site by 8.20am at the latest. The following flow diagram outlines our approach to habitual lateness.

**The Late System**

1st occasion of lateness to school. Name is taken and a text sent home informing of late.

**C1** Issued

Any further incidents of lateness and the student and family will receive an evening home visit with Clennel Education Solutions where punctuality will be discussed and literature passed to the home pointing out the impact of lateness to school.

Student will be interviewed by a senior member of staff and any barriers to punctuality further explored

2nd occasion of lateness over a 5 day period, student has a letter sent home pointing out potential legal avenues of enforcement and the student is isolated until 10am.

No improvement and the process will be repeated.

Further contact with home where parents will be invited to bring their child in to discuss lateness.

3rd occasion of lateness over a five day period, 1 hour detention in the Main Hall.

**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 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. Use of physical intervention must be proportionate and only employed as a last resort following DfE guidelines where a student is a danger to themselves or others or is in danger of causing severe disruption to school routines.

**14****. Weapons**

The school reserves the right to permanently exclude any student 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 Year Leader 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. Fights or acts of aggression outside of school will not be tolerated and the goading of fights outside of school will lead to key perpetrators being dealt with by Fixed Term Exclusion and in a case where the school’s reputation is likely to be affected as a permanent exclusion.

**Harassment, including sexual harassment**

The school takes very seriously any forms of harassment that target a students’ gender or sexuality or ethnicity. Students are encouraged through form time and PSHE lessons to raise a concern with staff where they feel they or someone they know, is being targeted in any way.

This can include:

* Name calling
* Being touched in appropriately
* Being spoken to in a way that makes a child feel uncomfortable
* ‘Upskirting’
* Sexting
* Coercive or controlling relationships
* Social Media abuse
* Revenge Porn

The school will contact parents/carers and refer any issues they feel are illegal to police and Children’s Social Care. Students have the right to a harassment free education in Kenton School. All issues will be logged on CPOMS and students have a range of ways to make a referral.

* Speaking to their form tutor
* Speaking to their Year Leader
* Speaking to any teacher with whom they feel uncomfortable
* Emailing a dedicated email address
* Making an online referral
* Speaking to their parents and asking them to contact school.

**In-class Behaviour Expectations and Rewards**

Ideally students should be intrinsically motivated, exhibiting the behaviours we expect, 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 Level​​** | **How to achieve it (some examples to consider)​​** |
| P1​  ​  ​​ | Expected​​  ​ | **Used mainly by FT for equipment checks**.  ​​  Progress, respect to adults and peers, correct equipment, completed home learning, 97% attendance, tolerance, resilience etc .​​  Every child can gain some positive credit every day for consistently following the rules and therefore contributing to a positive community.​​ |
| P2​  ​​ | Good​​ | Where possible, should be maximised daily by classroom teachers/LSA’s.  ​​  Progress, learning a new skill, improving work through EBI comments, improving attitude, helping staff/peers, 97% attendance and no lates, leading by example​​ |
| P3​  ​​ | Outstanding​​ | Progress, outstanding attitude to learning, outstanding effort on home learning, improving assessment grade, after school clubs, after school lessons, 100% attendance, punctuality​​ |
| P4​​   ​​ | Exceptional​​ | Exceptional progress in the lesson, supporting a peer, exceptional home learning effort and outcome, commitment and attendance to additional after school/Saturday learning sessions, exceptional act of kindness, assisting with an interview/student voice, 100% attendance for full term and always punctual​​ |
| P5​  ​​ | Above and Beyond​​ | **Used mainly outside of lessons.**To recognise a specific achievement in school, maybe organising a school event, representing the school in the community, being a school council rep, participating in extra-curricular activities etc​​ |

|  |  |  |
| --- | --- | --- |
| **Bronze**​  ​ | 250​ | Certificate |
| Celebration pen​ |
| **Silver**​  ​ | 500​    ​ | Certificate​ |
| Celebratory pen​ |
| Choice of stationery items​ |
| Minor end of term Praise activity​ |
| **Gold**​ | 750​   ​   ​ | Certificate​ |
| Celebratory pen​ |
| Choice of stationery items​ |
| Major end of term Praise activity​ |
| Parental presentation​ |
| **Platinum**​  ​ | 1000​   ​   ​  ​ | Certificate​ |
| Celebratory pen​ |
| Choice of stationery items​ |
| Major end of term Praise activity​ |
| Parental Presentation ​ |
| End of Term Platinum Breakfast​ |

**Achieve@Kenton**

On a weekly basis those students who have displayed and outstanding attitude or approach to one aspect of their life at Kenton will be rewarded and brought to meet the Principal with senior staff and rewarded with a range of incentives.

We also run an Outstanding Annual achievement scheme where students will be given a coloured badge to wear which reflects absolutely outstanding commitment to their studies over the year. This is reserved for the top 3% of each year group. Students will accumulate a different coloured badge each year and are encouraged to keep these on display on their blazer as the years progress.

**WOW@Kenton**

To recognise Outstanding pieces of completed written or practical work, Department Heads will nominate each week students who have produced really high-quality work in each year group and this work will be celebrated by the Senior Leadership Team and through social media.

At the end of the academic year, we recognise the highest performing pupils by inviting them and their families to a special awards event.

**Expectations for Learning in Lessons**

We expect positive learning behaviours in lessons and the planning of lessons is centred around engagement with teaching and engagement with the curriculum.

A picture containing text, scene, room, gambling house

Description automatically generated

Highly effective explicit teaching, retrieval tasks and opportunities for reading underpin the learning experience at Kenton School. For this to take place effectively we have very high expectations of in-class behaviour based on our Praise and Consequence system. We aim to use praise and consequences on a 5:1 ratio.

Staff use the Kenton Learning Cycle (KLC) to inform planning and deliver lessons that allows for a routine-based learning experience so that disadvantage is not a barrier to learning. We expect students to come to school prepared to learn and to engage with their learning positively and respectfully. Teachers have very high expectations of their students.

**The first 10 minutes of lessons**

* Students go straight to their allocated seat.
* Students place their name-card planners facing the teacher.
* Students take out their equipment and track the teacher whilst awaiting instructions.
* Teachers remind students of the importance of paying attention and being respectful.
* Students complete a 'retrieval’ starter activity to help them remember previous learning.

**The last 10 minutes of lessons**

* The teacher will use a ‘review’ activity to check that students have understood the learning. (5/6 minutes)
* Students will pack up swiftly and stand silently behind seats to be dismissed or accompanied. (2/3 minutes)
* Students will be dismissed row by row and will follow the corridor expectations as they go to their next class.

**During the lesson**

* Teachers award Praise points for good effort. These are recorded on Class Charts.
* Teachers use modelling to help students know what to do. “I do, we do, you do”.
* Instructions are clear and effective. Students will all be listening.
* Students must attempt all work. Teachers will ensure it is scaffolded for those who need more support or extended for those who need stretching.
* Students must raise their hand if they need support or wish to speak.
* Teachers will circulate to live mark students’ work.
* There will be opportunities for ‘book-polishing’ where students improve work with green pen.
* Students must not get out of their seat without permission. They must raise their hand.
* Students will not be permitted to leave the room except in very exceptional circumstances. This will be with a medical note (toilet).
* Students should not bring out any equipment or belongings not required by the teacher.
* Students should not call out, speak to others without teacher permission.

**Routine for handing out equipment**

* Equipment/Books are passed from one end of each row to the other.
* The teacher might appoint a ‘book monitor’ who hands out books/folders.
* Students take one and pass it on.
* Students at the end of the row are responsible for collecting and organising equipment and returning it to the teacher.

**Routine for packing away at the end of the lesson**

* Students return all books etc by passing them back to the left to the end of their row.
* Students pack away their own equipment silently on instruction from the teacher.
* Students stand behind their chairs and are dismissed row by row by the teacher
* Students are dismissed row by row filtering over to the left-hand-side of the corridor.
* Students follow the corridor rules as they move swiftly to their next lesson or break usually following their teacher on the left, single-file and in silence.

**The Consequence System**

Where students exhibit behaviour likely to distract others we run a Consequence based system for dealing with low level disruption. This is specifically designed to eradicate low level disruption and allow the teacher to teach and the learner to learn. The system is set out below and outlines ‘set in stone sanctions’ for disruptive behaviour.

The graphic below outlines the steps involved in this system and the actions teachers will take when disruption occurs.

**The Consequence System**

1st occasion of disruption.

**C1** Issued

2nd occasion of disruption.

**C2** Issued.

No further disruption, praise points can be offered.

No further disruption, praise points can be offered.

No further disruption, praise points can be offered.

Further instances of disruption in the reflection Room leads to a **C7 Suspension from school.**

A consequence (C1, C2, C3 or C4) will be issued when the teacher must stop the lesson and verbally address any low level disruption.

3rd occasion of disruption.

**C3** Issued—final warning.

Student placed in Supervision Room to complete appropriate work.

4th occasion of disruption.

**C4** Issued—student removed from lesson by duty staff.

Detention complete no further action.

Student issued with same evening 1/2 hour **C4 Subject Detention.**

Detention failed or missed escalated to 1 hour **C5 Pastoral Detention.**

Detention complete no further action.

Detention failed or missed escalated to 1 day

**C6 Supervision Room referral.**

**Detention**

When students have failed to listen to warnings and 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 teachers and leaders.

The C5 detention occur the day after a C4 detention if a student 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. Parents can also access the SIMS Parent App which will notify of detention.

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

**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 students placed on a form tutor report will be kept to a low, manageable level in order these students can be monitored appropriately by relevant staff.

There are a number of levels of report –

1. Department
2. Form Tutor
3. Year Leader
4. Senior Year Leader
5. Senior Leadership 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.

The use of reports are complemented by the step system and tracked through that and the weekly scoreboard.

**C5 Red Line**

On occasions incidents may occur where immediate support is required in a lesson. Staff should raise a C5 Red Line on Class Charts 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 Supervision room.
* If a student refuses to attend the Supervision room, then the student should be immediately isolated with Year Leaders or SLT.

It is imperative that all C5 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 and logged in Class Charts.
* HOD to ensure that parental contact is made that day notifying parents of the C5 alert and actions following this (it could be beneficial to speak to the Year leader prior to calling home to ensure
* Department to report on follow up to be viewed by Year Leader by end of day (Log in Class Charts and staff member can notify YL during detention)
* First alert offender follow– up is the responsibility of the department and should include a process of re-integration
* If a student receives a C5 Red Line they should not be allowed to return to their lessons that day and may face a Fixed Term exclusion depending on the incident.
* Students alerted more than once in the same subject should be placed on a Departmental Report.
* Students who receive repeated C5 Red Lines will face further sanctions and advance up the step System.
* Two alerts in one week would lead to a meeting with the Year Leader, parent/carers and student.

**Supervision Room**

The school provides a large open spaced room to house students for a variety of reasons where their behaviour has fallen short of our expectations. In this room we expect students to work silently and reflect on their behaviours. Appropriate work is supplied and students are asked to complete a Supervision Room form where they reflect on the behaviours which led to this sanction. The room can be used to provide immediate periods of reflection for the following:

* Boisterous behaviour in the corrdior
* Poor behaviour – failure to respond to report or 2 C4s in a day
* A C5 Red Line
* Ongoing uniform issues
* Bullying incidents
* Damage to school property
* Refusal to attend detentions

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

**Suspensions**

Legally, only the Principal is empowered to suspend, although it is the school’s policy that the Vice Principal and Senior Pastoral Manager can 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.

In correspondence sent to parents informing them of this sanction there are clear directions to the work students should undertake whilst suspended.

Students can be suspended for:

* Being violent
* Racist, homophobic language/bullying
* Failing to follow a reasonable instruction
* Disrupting at C6 the Supervision Room
* Smoking/vaping on site

**The Step System**

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

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

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

Should a student 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 | * 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 | * Triggered by number of C4s in a month. * Decision made by Year Leaders * Low level intervention needed * Referral to isolation 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 | * 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 | * 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 students on Steps 2 – 6) * Daily contact with home * Letter outlining escalation and reasons for escalation * Starting to build a hard ‘file’ building up evidence in the event that escalation to perm ex is needed * Referral for Managed Move * All students on Step 4 daily scrutiny in SLT Meetings looking at support and strategies * Daily update on Spreadsheet |
|  | Step 4 Warning |  |
| 5 | Vice Principal (Headship Team) | * 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 |  | * 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 students 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 (where appropriate), as outlined above. Reasons for reaching a permanent exclusion could include the following:

* An act of aggression that could endanger the safety of staff or students at the school
* Persistent disruptive behaviour (outlined by a student reaching a Step 6 Final Warning on the STEP System)
* Violence against staff
* Violence against another student – particularly where there is evidence of pre-mediation
* A vexatious allegation against staff
* Bullying (where a student has been warned about their conduct)
* Bringing drugs or other illegal substances into school
* Deliberate activation of the fire alarm
* Racist incident where racist language or violence is used against a student as a result of their ethnicity or race

**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 Year Leader), Senior Year Leader or a member of the Headship Team.

These include (in no particular order) –

* Alternative Provision
* Referral to the Key Stage 3 Phoenix Project
* A referral to the Local Authority Inclusion Panel
* 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
* Specific counselling
* Multi Agency Team meeting
* Family Support Referral
* GP suggestion to family
* Reading intervention
* Change of class
* Staff mentoring
* Police / Fire services guidance session
* Information, Advice and Guidance support
* Work placement through G and M Training
* Student Social Worker intervention (SWISS)
* 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

**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 of respect in every learning situation and apply 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**

Mutual respect and a responsibility towards each other form the basis for good behaviour management in lessons. 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.

**Behaviour Handbook**

The school has produced a Behaviour Handbook for all staff which sets out clearly the expectations of all of us at different parts of the day. When and where to seek help in an incident and who to refer unresolved issues to.

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. Staff should instill the values of responsibility and respect for each other in each lesson.

• 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 students.

**Appendix 3 - Kenton School- Detention guidance**

**Subject Detention**

Subject teachers can use the Consequence System to set a detention. They may also prefer to issue a detention for other issues

* 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.

If a student does not attend a C4 detention then this can be upscaled to a C5 one hour pastoral detention on Class Charts. This should be logged on Class Charts and will result in negative points. Teaching staff must use the opportunity to attend a detention and have a restorative conversation with a student. Year Leaders will oversee C5 detentions. Department Leads will oversee C4 Detentions.

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 in line with the Lateness System
* receiving a C5 Red Line for misdemeanours on the corridor
* being sent to a Supervision Room C4

Detentions should be served on the day of the misdemeanour. Unless escalated from a C4 detention.

**Detention Operating Procedures**

**Staffing**

As outlined relevant staff will oversee the relevant detention and this will be published in the duties folder.

**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 lead member of staff on detention duty.

Expectations for Learning Policy

J Robinson

Assistant Principal

Deep Support