



the *King's* school

specialising in maths and computing

Safeguarding Behaviour and Discipline Policy



BEHAVIOUR AND DISCIPLINE POLICY

Policy Statement

The Behaviour and Discipline Policy of The King's School forms part of the overall aims of the school which promote positive behaviour between all members of the school and its community.

The Governors, staff and students of The King's School agree that good behaviour and discipline provide the foundation of a good, sound education; and that without an orderly atmosphere, effective teaching and learning cannot take place. We believe that students have an entitlement to learn and that teachers have an entitlement to teach in a well ordered and structured environment, where everyone has a clear sense of what is important, what will be valued and what will not be tolerated.

Purpose

To support the King's School Ethos i.e. that all students have the 'Right to be Respected' The 'Right to Learn' and the 'Right to be Safe' so that the King's School Aims of 'Providing a happy, purposeful, caring, safe and stimulating environment where success is desirable and achievable' is met. To try and ensure that, in line with the 'Every child Matters' legislation that every student has the right to be safe and happy at school. They have the right to enjoy their learning and to achieve success.

Scope

This Policy will be used by all staff and will apply to all students regardless of age and ability.

Responsibility

Student behaviour, discipline and well-being at The King's School is the responsibility of everyone in the school community - students, parents and staff.

School and Staff Commitment

Staff and Governors at The King's School

- Recognise the importance of developing a school ethos where concern for others, the importance of self discipline and self respect, and the basic virtues of honesty, fairness and politeness, are paramount in fostering within students, a sense of responsibility and in promoting courtesy and consideration for others.
- We take the view that
 - An effective curriculum, appropriately differentiated to stimulate and challenge students, is significant in both motivating children and maintaining an orderly environment;
 - Teachers need to have high expectations of all students, in terms of both achievement and behaviour;
 - Discipline is most likely to be effective when teachers are constructive and positive and when they are specific about what behaviour is expected of a student and what is acceptable i.e. when staff follow and operate consistently the whole school 'Positive Discipline For Learning' behaviour management system, with the emphasis being on the positive to encourage students to make the right choices.

- In order to maintain good behaviour and discipline within school it is important to communicate clearly to both students and their parents that bad behaviour is unacceptable and will be punished. As such the Governors support the 'Positive Discipline For Learning' behaviour management system rules of behaviour. These are constructed in such a way as to ensure that students learn to expect fair and consistently applied punishments, when merited; and that such rules are designed to promote good behaviour and should make the distinction between serious and minor offences.
- Expects the support and co-operation of parents in matters of discipline by reinforcing the school's efforts to foster good behaviour with their children.
- Supports the Headteacher in determining measures (which may include making of rules and provision for enforcing them) to be taken with a view to:
 - Promoting amongst students, self discipline and the proper regard for authority;
 - Encouraging good behaviour and respect for others on the part of students;
 - Ensuring that the standard of behaviour of students is acceptable;
 - Regulating the conduct of students;
 - Encouraging good citizenship.

This will be achieved by providing a range of strategies, incorporated in the whole school 'Positive Discipline For Learning' behaviour management system, which are designed to improve and maintain good behaviour. The key emphasis is on the use of positives and rewards to encourage the desired responses with a ratio of at least 2:1 positive to negatives in lessons as normal practice.

Student Commitment

As students we will carry and use our Student Planner and follow the 'Positive Discipline For Learning' rules in order to:

- Show respect to everyone whenever possible.
- Avoid disruption to lessons and allow learning and teaching to take place.
- Avoid negative and hurtful language when speaking to others.
- Avoid and discourage arguments and fights.
- Avoid actions and gossip which may cause problems between other students.
- Where appropriate draw attention to any misuse of or need for changes to the 'Positive Discipline For Learning' behaviour management system at Student Leadership Group meetings.
- Try our best in everything that we do.

Parental Commitment

As parents/carers we will:

- Sign the Home School Charter to show agreement with and support for the school 'Positive Discipline For Learning' system (can also be found on the school website).
- Check and sign the Student Planner each week.
- Accept the school Rewards and Sanctions including student attendance of detentions.
- Attend meetings requested by the school.
- Attend Parent Forum meetings to raise any positives, issues or concerns regarding the school behaviour and discipline system.

Publicity

A statement regarding the Behaviour & Discipline Policy will be made on all publicity materials, all new staff and students recruited to the School will be made aware of it. The policy will be posted on the Staff Shared (G) drive of the School IT network and on the School website.

GUIDANCE/PROCEDURES

Detailed content and guidance for use by staff of the Positive Discipline for Learning (PDL) system and all its rewards and sanctions procedures are contained in the PDL Policy Handbook - please refer to this document for such detail. In addition to this document a summary is included in staff and student planners and rules, rewards and sanctions are displayed in all classrooms as well as students being taught /re-taught these at the beginning of every half term.

These PDL Rewards and Sanctions will include:

REWARDS - A good attitude towards other people and to the learning of themselves and other students will be recognised, covering a broad range of academic and non academic achievements as well as good behaviour, commitment and regular attendance.

This will be recognised through:

- Praise - at an individual and group level;
- Positive planner comments;
- Displays of students' work;
- Award of subject stamps and Vivos;
- Award of Form Tutor Vivos;
- SLT and Headteacher Stamps/Vivos;
- Awarding of Vivos which students can spend or save (subject, Form Tutor, SLT and Headteacher stamps and Vivos);
- Postcards to parents acknowledging achievement and effort;
- Certificates given out in a major end of year Awards Ceremony;

SANCTIONS/INTERVENTIONS - designed to modify and improve behaviour and will include:

- Verbal warnings;
- Planner comments;
- School and subject behaviour and organisation detentions;
- Parental contact;
- Extending the school day for homework support;
- Isolation;
- Attitude to Learning (ATL) Report cards - both at Subject Team Leader Level and Year Achievement Leader level;
- Formal Behaviour Agreements with Subject Team Leaders and Year Achievement Leaders;
- Referrals to Year Achievement Leaders and members of the Senior Leadership Team;
- Confiscation of banned/inappropriate items eg. Energy drinks, cigarettes, visible mobile phones and hoodies;
- Confiscation of items that could pose a health & safety risk eg. lighters, matches, cigarettes including 'e' cigarettes, sharp implements/tools;
- Parent attendance in lessons.

SERIOUS SANCTIONS/INTERVENTIONS

Where students fail to respond to disciplinary sanctions and interventions of this kind, more serious measures will be taken that could include:

- Inclusion measures such as discussion at JCM's (Joint Consultative Meetings), Mentoring and referral to Outside Agencies for support
- Meeting with parents;
- YAL Behaviour Agreements;
- STL Behaviour Agreements;
- Whole school Re-integration Agreements;
- Withdrawal from mainstream lessons and attendance in Inclusion Unit.

Fixed Term Exclusion: this may include, but is not restricted to the following:

- Failure to accept school discipline (when other sanctions have failed and including failure to comply with a reasonable request from a senior member of staff);
- Physical violence - Minor assaults/premeditated or planned fighting;
- Premeditated bullying of other students, including homophobic, racist and cyber-bullying;
- Verbal abuse to staff, other adults or students;
- Actions likely to put others in danger including any possession and/or use of illegal, prohibited or harmful substances, including any smoking related devices which could pose a risk to safety;
- Abusive comments or comments/actions of a discriminatory nature which could cause offence, including sexual, racist, homophobic terms;
- Bringing items into school that could be used as a weapon/injure others;
- Wilful/deliberate damage to property;
- Making a false allegation against a member of staff;

Permanent Exclusion: this will result from/when:

- All other disciplinary measures have failed to improve behaviour/persistent breaches of the School's Behaviour Policy;
- Remaining in school could seriously harm the education, progress or welfare of students or others in the school;
- Physical assault on staff;
- Serious physical assault on/violence towards another student;
- The physical or moral safety of staff or students is at risk, including the supply and/or dealing of illegal or harmful substances, including any smoking related devices;
- Using/or carrying with intent to use, a weapon or item that could be used as a weapon on another;
- Persistent/continued abusive comments or actions of a discriminatory nature which cause offence;
- Making a malicious or serious false allegation against a member of staff;
- Sexual abuse or assault on a student, member of staff or other;
- Total exclusions for the year are accumulating to an unacceptable level.

These instances are not exhaustive but indicate the severity and/or persistence of such offences and the fact that such behaviour can affect the wellbeing, education and progress and discipline of our school community.

DISCIPLINE BEYOND THE SCHOOL SITE/GROUNDS

Parents/Carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a student to the Police as soon as possible. The school will support any investigation by sharing relevant information with the Police.

If a member of the public, school staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident then the school will follow this up and deal with incidents according to the School's Safeguarding policies and Behaviour & Discipline Policy.

For Health & Safety reasons, very high standards of behaviour are expected on school residentials, day trips and extra-curricular activities. Whilst participating in school trips or activities the school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site (see Sanctions/Exclusions).