



Ken Stimpson Community School

BEHAVIOUR FOR LEARNING

(INCLUDING DISCIPLINE AND STUDENT BEHAVIOUR)

Last Reviewed:- May 2019

Ken Stimpson Community School
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Document Control

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Contents

List of Abbreviations used in this policy.....	4
Introduction	5
1. Values.....	5
2. Aims.....	5
3. School Ethos.....	5
4. Research.....	6
5. Implementing the policy	8
6. Staff Expectations	8
7. Student Expectations	8
8. Connect.....	9
10. Rewards.....	10
11. Consequences for poor behaviour.....	10
12. Students’ conduct outside the school gates	14
13. Review and updates to this policy	15
14. Contacts	15

List of Abbreviations used in this policy

HOH	Head of House
HOF	Head of Faculty
FTE	Fixed Term Exclusion
KSCS	Ken Stimpson Community School
PSHE	Personal and Social Health Education
On Call	A member of staff is on duty to deal with matters that may arise during lessons.
Exit Room	Students who misbehave will be removed from the classroom and sent to the Exit Room for the lesson.
IEU	An internal exclusion sanction.
LA	Local Authority (e.g. Peterborough)

Introduction

1. Values

We believe:

- 1.1 In providing a climate that encourages students to develop their abilities, gain confidence to play their role as well balanced citizens in society and lays the foundation for seeking to continue learning throughout their life.
- 1.2 In fulfilling the potential of all students and teachers.
- 1.3 That students should have a strong sense of worth, self-esteem and development of character.
- 1.4 In equality of opportunities for all.
- 1.5 That a purposeful partnership between parents, students and teachers creates the most effective environment for learning.
- 1.6 That supportive relationships with other schools, the local community, business and industry benefit all.

2. Aims

To ensure the fulfilment of our values we aim to:

- 2.1 Promote the understanding that education is a lifelong process.
- 2.2 Provide a curriculum that matches the ability of each student and allows them to develop their full potential.
- 2.3 Develop the academic, personal, spiritual and social aspects of students' lives and encourage adaptability, self-belief and tolerance.
- 2.4 Nurture character through the promotion of trustworthiness, respect, responsibility, fairness, caring and citizenship.
- 2.5 Reward students for their achievements and celebrate success.
- 2.6 Offer a restorative approach to resolving negative behaviour through which the student is encouraged to take responsibility for their conduct in order to move forward and repair any harm done.
- 2.7 Ensure that everyone, regardless of race, creed, gender, sexuality, ability (or any other protected characteristics under the Equality Act, 2010), has equal access to all areas of school life and that cultural diversity is celebrated and the school systems of support enable everyone to fulfil their full potential.
- 2.8 Create a welcoming atmosphere in which parents are encouraged to take shared responsibility for their child's education.
- 2.10 Sustain mutually supportive links with external agencies to promote the wellbeing of the child.

3. School Ethos

Ken Stimpson Community School has developed the following set of values and aims to form our School Ethos. They are reviewed each year as part of the School Strategic Planning process.

3.1. Values – We believe:

- 3.1.1. In providing a climate that encourages students to develop their abilities, gain confidence to play their role as **well balanced citizens in society and lays the foundation for seeking to continue learning throughout their life.**
- 3.1.2. In fulfilling the potential of all students and teachers.
- 3.1.3. That students should have a strong sense of worth, self-esteem and development of character.
- 3.1.4. In equality of opportunities for all.
- 3.1.5. That a purposeful partnership between parents, students and teachers creates the most effective environment for learning.
- 3.1.6. That supportive relationships with other schools, the local community, business and industry benefit all.

3.2. Aims – To ensure the fulfilment of our values we aim to:

- 3.2.1. Promote the understanding that education is a lifelong process.
- 3.2.2. Provide a curriculum that matches the ability of each student and allows them to develop their full potential.
- 3.2.3. Develop the academic, personal, spiritual and social aspects of students' lives and encourage adaptability, self-belief and tolerance.
- 3.2.4. Nurture character through the promotion of trustworthiness, respect, responsibility, fairness, caring and citizenship.
- 3.2.5. Reward students for their achievements and celebrate success.
- 3.2.6. Offer a restorative approach to resolving negative behaviour through which the student is encouraged to take responsibility for their conduct in order to move forward and repair any harm done.
- 3.2.7. Ensure that everyone, regardless of race, creed, gender, sexuality, ability (or any other protected characteristics under the Equality Act, 2010), has equal access to all areas of school life and that cultural diversity is celebrated and the school systems of support enable everyone to fulfil their full potential.
- 3.2.8. Create a welcoming atmosphere in which parents are encouraged to take shared responsibility for their child's education.
- 3.2.9. Sustain mutually supportive links with external agencies to promote the wellbeing of the child.

4. Research

There has been much research into discipline and behaviour in schools which have guided the development of this policy.

- 4.1.1. We consider the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.
- 4.1.2. Behaviour policies underlie the rules and affect the whole conduct of the school.

- 4.1.3. The policy should be based on a clear and defensible set of principles or values. The need for punishment will not disappear but it should be clear that the central purpose of the policy is to encourage good behaviour rather than simply to punish bad behaviour.
- 4.1.4. The number of rules should be kept to an essential minimum. The reasons for each rule should be obvious. We recommend that the school should ensure that the rules are derived from the principles underlying their behaviour policies and are consistent with them.
- 4.1.5. In order to create a positive atmosphere, schools need to establish a healthy balance between punishments and rewards. **We will criticise the behaviour not the student, but equally, aim to support and educate the student to ensure they do not repeat the negative behaviour.**
- 4.1.6. Communicating to parents/carers about their children's achievements, as well as any behaviour problems, should be an important part of this system. We recommend that that schools strike a healthy balance between rewards and punishments and that both should be clearly specified.
- 4.1.7. We do not suggest that schools should have a rigid scale of punishments covering every conceivable offence. **However, as a guideline we have Behaviour for Learning consequence and rewards system.** We recommend that pupils should learn from experience to expect fair and consistently applied punishments for bad behaviour which makes the distinction between serious and minor offences apparent.
- 4.1.8. It is the job of the Principal and Leadership Team (Senior and Middle) of a school to monitor the way in which the behaviour policy is working. They must see that it is being applied consistently and consider whether it is achieving the right results. We consider that the best way of doing this is by a regular review of the policy's effectiveness to which all staff should be invited to contribute.
- 4.1.9. The school will routinely monitor various patterns of negative behaviour (e.g. use of the Exit Room, On Call, Alternative Provision, Internal Exclusion, Fixed Term Exclusions, etc.) on a regular basis to ensure that standards of behaviour are good or better and do not interfere with learning and teaching.
- 4.1.10. Equally, the school will regularly discuss Rewards and Sanctions procedures with the Student Council to ensure it is fit for purpose and motivates students to be good citizens and students.
- 4.2. Combining these sets of aims, values and key themes with our own priorities gives the following set of values and aims for the **KSCS Behaviour for Learning Policy**:
- 4.2.1. **Values:**
- 4.2.1.1. Each individual is unique and has a right to learn and develop themselves while, at the same time, accepting their responsibilities to the whole community.
 - 4.2.1.2. Students have the right to feel safe, respected and to have a sense of belonging.
 - 4.2.1.3. Everyone has the responsibility to ensure that the working environment is purposeful and ordered.
 - 4.2.1.4. Teachers are responsible for maintaining good order in the classroom.
 - 4.2.1.5. Staff and students have the highest expectations of each other.
 - 4.2.1.6. Students' self-esteem is encouraged by praise and celebration of success.
 - 4.2.1.7. There is an emphasis on rewarding positive behaviour and achievement.

- 4.2.1.8. The school is committed to equality of opportunities and will not tolerate bullying, vandalism, bad language, hooligan or racist behaviour.

4.2.2. Aims:

- 4.2.2.1. Teaching methods, and any sanctions applied, should aim to impart self-discipline.
4.2.2.2. Misbehaviour, when it occurs, should be treated fairly, consistently and calmly.
4.2.2.3. Staff and students should treat each other with mutual respect.
4.2.2.4. Staff should criticise the misbehaviour of an individual student and not the student themselves.

5. Implementing the policy

We distribute the Behaviour for Learning expectations, our values and our aims in a number of ways to staff, students and parents:

- 5.1. **Reminders** (through assemblies, PSHE programme of study, tutor time and various curriculum areas) of the Character Counts programme underpins the policy by focusing on the **Six Pillars of Character**:

- Respect
- Responsibility
- Trustworthiness
- Caring
- Fairness
- Citizenship

6. Staff Expectations

- 6.1. To value, know and support each student personally.
6.2. To improve the quality of learning and teaching.
6.3. To achieve greater consistency in terms of standards and expectations.
6.4. To improve the effectiveness and efficiency of communication.

7. Student Expectations

7.1. General expectations

- 7.1.1. To attend school regularly.
7.1.2. To be punctual to school and lessons.
7.1.3. To work to the best of your ability at all times.
7.1.4. To bring all necessary equipment for school work.
7.1.5. To show a positive attitude to all aspects of your life in school.
7.1.6. To behave responsibly in school, on the way to and from home and on visits.
7.1.7. To be polite to fellow students, staff, visitors and neighbours of the school.
7.1.8. To wear school uniform in the correct manner and have a high standard of general appearance.
7.1.9. To treat school property and others as you would wish your own to be treated.

7.1.10. To take pride in the modern, excellent facilities on offer within and around the school by keeping the school clean, tidy and undamaged.

7.2. Behaviour for Learning expectations

- 7.2.1. Always work to the best of your ability and to seek help when necessary.
- 7.2.2. Students will be listened to, but equally, they need listen to staff and follow instructions.
- 7.2.3. Students bring to the lesson the right equipment for learning.
- 7.2.4. All members of staff we listen to students.
- 7.2.5. Respond in a polite manner at all times.
- 7.2.6. Treat all staff, students and visitors, and their property, with respect.
- 7.2.7. Move calmly, quietly and purposefully around the school.

8. Connect

Ken Stimpson will use the Connect System to record and analyse all positive and negative behaviour by students. This information can be accessed by all staff and, in a sanitised format, by both students and parents.

Volunteering									
Improved Behaviour		School Ambassador		Positive Communication Home		Positive Role Model		Classroom Ambassador	
HoF Progress Recognition		HoH Achievement Recognition		Effort		Classroom Helper		Effort	
HoH Progress Recognition		HoF Achievement Recognition		Peer Support		No Lates		House Active Role	
Principals Award		Effort		Effort		Effort		Effort	
1		2		3		4		5	
6		7		8		9		10	
<hr style="border: 2px solid red;"/>									
-1		-2		-3		-4		-5	
Poor Punctuality		Incorrect Uniform		Inappropriate use of technology		Faculty Exit		Verbal Abuse to pupil	
Lesson Exit		Truancy		Fighting/Assault		Bullying		Firealarm Misuse	
Homework Concerns		Lack of Equipment		Verbal Abuse to staff		Theft or Damage to Property		Lack of Effort	
Poor Behaviour		Racist/Sexist/Homophobic Abuse		Alcohol/Drugs/Weapons		Racist/Sexist/Homophobic Abuse		Alcohol/Drugs/Weapons	

10. Rewards

- 10.1. Points will be issued on the Connect system for a variety of reasons from good work - positive contributions to school life. These positives will be emailed home to keep parents in the loop of the achievements of their child.
- 10.2. Termly attendance draw for gift vouchers for all students gaining 100% attendance. Students will also be awarded with certificates of attendance and points for 96-99% attendance during any one term.
- 10.3. Corridor / Plasma displays each term in faculties to celebrate excellent effort and achievement.
- 10.4. Meeting with Principal for the deserving students from each House (selected by the House Tutors and Head of House) to gain a Principal's Award each term.
- 10.5. Governor's termly award for a member of each year group for individual outstanding achievement.
- 10.6. Annual awards ceremony to celebrate achievements in all faculties.
- 10.7. House termly awards and a House celebration event/trip for the house with the most House points accrued over the academic year.
- 10.8. Student Leaders. Recognition of effort of wider school community participation in KS4 and KS5. Student Leader awards are to be presented in (upper school) presentation evening.
- 10.9. Points will be deducted by any negative behaviour logged on the system, with the severity of the behaviour dictating the number of points lost.

11. Consequences for poor behaviour

- 11.1. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- 11.2. The sanctions given will follow a set pathway:
 - 11.2.1. Behaviour for Learning Expectations reminder - including:
 - Punctuality
 - Acceptable effort and attitude in school
 - Uniform
 - Equipment
 - 11.2.2. Faculty removal/ Exit/ Detention
 - Faculty removal may be decided by a class teacher if it's thought a different learning environment may suit the student better in the short term.
 - Exit should be used when a student has caused significant disruption to the learning of others and needs to be removed from class.
 - Detentions are issued automatically when a student is exited and at the discretion of the class teacher if a student is removed in faculty.
 - 11.2.3. Pastoral meeting/ Early intervention

- Pastoral meetings should take place if a student has had multiple faculty removals or exits from lessons. Heads of House should consider the completion of an early help assessment.
- 11.2.4. Internal seclusion/ Alternate provision
- Internal seclusion is part of the sanctions process where the students behaviour has been consistently and significantly poor (this could be one significant incident that fails to meet expectations)
 - Alternate provision can be used to support students with reintegration back into full curriculum access
- 11.2.5. Fixed term exclusion will only be used where absolutely necessary.
- 11.2.6. Permanent exclusion will be used when a student fails to meet the expectations and agreements made as part of a fixed term exclusion readmission. In some cases, where there has been a significant incident which is deemed to place students and or staff safety at risk, a previous fixed term exclusion may not be appropriate.

11.3. Detentions

- 11.3.1. Teachers have a legal power to put pupils (aged under 18) in detention.
- 11.3.2. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
- 11.3.3. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
- any school day where the pupil does not have permission to be absent;
 - weekends – except the weekend preceding or following the half term break; and
 - non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
- 11.3.4. The law states that parental consent is not required for detentions. However, the school will, where reasonable, make attempt to contact the parent/carer to inform them of the detention, length of time and reason for the sanction.
- 11.3.5. The school can set break time detentions. With break time detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.
- 11.3.6. If a student is late in the morning to lesson or to school they will be issued with one opportunity during the academic year when they will get a warning. On every occasion where the student is late after this they will have an automatic 30 minute detention on the day of the lateness.
- 11.3.7. If a student fails to attend a set detention, further sanctions may be imposed.
- 11.3.8. Teachers should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, Teachers issuing the detention should consider the following points:
- Whether the detention is likely to put the pupil at risk.
 - Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may

not be necessary for a short after school detention where the pupil can get home safely.

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

11.4. Confiscation of property

11.4.1. The Education Act 1996 and Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012 provides two sets of legal provisions which enable the school's staff to confiscate items from pupils:

- i. The school enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- ii. **Power to search without consent** for "prohibited items" includes:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - anything that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - Any form of performance enhancing material/drug
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

11.4.2. the legislation sets out what must be done with prohibited items found as a result of a search.

11.4.3. Weapons, drugs and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

11.5. Power to use reasonable force

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

11.5.2. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives/blades or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

11.5.3. Separate advice is available in the school's 'Physical Restraint Policy'.

11.6. Internal exclusion

- 11.6.1. HOH continue to be the guardians of who will be internally excluded.
- 11.6.2. The school protocol is to inform both the student and parents/carers the day before Internal Exclusion takes place. This allows for the student to be aware and staff to prepare for the following day adequately.
- 11.6.3. The student will be provided work by their teachers for the particular day(s) that they are internally excluded. The learning tasks set by their teachers should be consistent with the learning taking place in the lessons that they are secluded from.
- 11.6.4. The length of Internal Exclusion differs in length of time for the Internal Exclusion based on behaviour offenses.
- 11.6.5. Readmission meetings will take place with parents following repeated Internal Exclusion up to 5 times or for five consecutive days in Internal Exclusion
- 11.6.6. For repeat IEU's an ECAF will be completed by the HOH to support the students, parent and the school.
- 11.6.7. The structure of an Internal Exclusion day will typically follow:
- Welcome with a reminder of expectations and signing of an Internal Exclusion contract
 - Review of behaviour using the Behaviour online resource
 - One-one intervention/restorative justice input
 - Continuity of learning to take place
 - Ensuring work is completed by staff + comment by the student of any issues
 - Review of the day/targets set
 - Internal Exclusion staff to return work to teachers for comment/review where necessary/appropriate.
 - Internal exclusion hours are 8.45am – 4.15pm for KS4 and 8.45am – 4pm for KS3.
- 11.6.8. Students may repeat this process or have more intensive intervention work to ensure behaviour for learning issues are addressed.
- 11.6.9. If the behaviour of any student is unsatisfactory then the Internal Exclusion staff will, in collaboration of the HOH, make a decision to extend the stay of the student in Internal Exclusion and necessary communication will be made by the Internal Exclusion staff by 3.30pm on the same day.

11.7. Fixed Term and Permanent exclusion

- 11.7.1. The school reserves the right to exclude a student for a fixed term period of time. The Principal, or Acting Principal, will use this sanction if a pupil has seriously misbehaved.
- 11.7.2. The Principal, or designated senior leader, will judiciously use their discretion to when applying a fixed term exclusion.
- 11.7.3. A readmission meeting ideally should subsequently follow with the school representative, parent(s)/carers, and students following a fixed term exclusion, or Internal Exclusion which lasts more than one day. The nature of this meeting is to develop an agreed plan of action to avoid future fixed term exclusions/Internal Exclusions and to explore any child protection issues.

- 11.7.4. The school will actively work with the Local Authority/external services to ensure that students at risk of permanent exclusion are engaged with support.
- 11.7.5. The Education and Inspections Act 2006 extends the provisions in Section 20 of the Anti-social Behaviour Act 2003 to allow schools and Peterborough Local Authority to apply for parenting orders where a pupil has seriously misbehaved and is excluded from school (whether for a fixed period or permanently).
- 11.7.6. The school has a duty to provide suitable full-time education for excluded pupils of from the **sixth** school day of a fixed term exclusion. The only exceptions to this are pupils who have no further public examinations to take and pupils with a statement of special educational needs specifying fewer hours' education than the number of hours provided for pupils in full-time education.
- 11.7.7. The school will act in accordance of the latest guidelines when dealing with the parent/carers and the student who is faced with a permanent exclusion hearing.
- 11.7.8. Serious disciplinary action, which may include seclusion, fixed term or permanent exclusion, will be used against students who bring onto the school premises smoking materials, alcohol, illegal or harmful drugs or substances that may include non-prescribed medicines or liquids. If a student brings any item onto the school premises that is classed as a knife/weapon they will be considered for permanent exclusion.
- 11.7.9. If a student is caught or found to be using illegal or harmful drugs or substances on the school site they will be considered for permanent exclusion. Furthermore, any student caught or found distributing illegal/harmful drugs/liquids or substances that may be considered for permanent exclusion.
- 11.7.10. Any student adversely impacting the harm/safeguarding of others inside or outside the school will be considered for permanent exclusion based on a risk assessment
- 11.7.11. The Principal and Governors will take into account the context and the intention as two main principles before a permanent exclusion process is considered.

12. Students' conduct outside the school gates

- 12.1. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".
- 12.2. The school will sanction any student in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school.
- 12.3. A teacher may discipline a pupil for any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing the school uniform or
 - in some other way identifiable as a pupil at the school.

- or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school. Alternatively, it poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.
- However, where the Police do take criminal proceedings the school must work with all agencies to decide what is the most appropriate sanction to take.

13. Review and updates to this policy

This policy will be reviewed as it is deemed appropriate, but no less frequently than every academic year. The policy review will be undertaken by the Principal or nominated representative.

14. Contacts

If you have any enquires in relation to this policy, please contact the Principal, who will also act as the contact point for any subject access requests.