

SCHOOL OPERATING POLICY



<p>BEHAVIOUR & DISCIPLINE POLICY (including EXCLUSION)</p>
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This policy should be read in conjunction with all other relevant policies

Kelvin Hall Behaviour and Discipline Policy

Purpose

Good behaviour and discipline are essential to successful teaching and learning.

An important part of the school ethos is that praise and recognition of the acceptable is more likely to sustain good behaviour and discipline than the condemnation and punishment of the unacceptable.

The expectations and advice set out in the documentation on the Learning Platform and in all documents issued to parents/guardians should encourage a consistency of approach amongst staff, which is essential in establishing an orderly atmosphere in which effective teaching and learning can take place and in helping students to know and understand the boundaries of acceptable behaviour.

Scope

This policy applies to all staff, both teaching and support staff. It has implications for parents and students.

The Behaviour System can be found in the Whole School Shared Area for staff.

Responsibility

The task of maintaining good behaviour and discipline is the responsibility of everyone involved in the school, but especially the teaching staff who are entitled to expect the support of parents.

The Governing Body and the Headteacher are responsible for establishing an ethos and a framework within which good behaviour and discipline can be maintained so that successful teaching and learning can take place. They have a further responsibility to ensure that good behaviour and discipline are evident at all times within the building and outside in the community. This includes the periods pupils are travelling between home and school and during lunchtimes, for those pupils who have relevant permission to return home.

Teaching positive behaviour

It is important for all students to have the opportunity to develop independent learning and organisation skills and to develop a positive self-image and appropriate self-esteem. This requires opportunities for all to learn motivation, reflection and emotional management skills. By attending fully, cooperating with adults and collaborating with other students, we hope to encourage sociability, empathy and respect for others, and a sense of belonging to a community.

These skills can be taught throughout the school day by:

Staff modelling the skills and abilities directly and setting appropriate boundaries for student behaviour, while showing empathy and understanding. This means listening to students and showing understanding and respect to everyone in the school community and providing feedback in an informative way to students, by using positive consequences to encourage the learning of appropriate behaviour, using negative consequences to discourage the learning of inappropriate behaviour and teaching the core skills and abilities through the behaviour curriculum where necessary.

The School's Code of Conduct

The School's Code of Conduct was drawn up after consultation with the staff and students in June/ July 2009, then reviewed and modified in Autumn 2009 and again in June/ July 2011. The Code of Conduct is designed to establish a framework of expectations for student conduct in the classroom and around the school. This Code of Conduct is continually kept under review, in consultation with staff and pupils.

Students have a responsibility to:

Try hard and to be kind and considerate to teachers and other students. This means listening to adults and students in school and stopping to think before acting, in classrooms, corridors and around the school site.

Staff have a responsibility to:

Treat all students fairly and with respect, to help all students to develop their full potential. This means providing a challenging, interesting and relevant curriculum, and creating a safe and pleasant working environment, physically and emotionally. To make and develop good relationships, staff must use positive and negative consequences consistently and be a good role model so they form positive relationships with parent and students.

To do this, they should recognise and value the strengths of all students and offer a framework for teaching the personal, social and emotional skills and abilities that underpin ECM, SEAL and PLTs.

Parents and Carers have a responsibility to:

Support the school in line with the home/ school agreement and make students aware of appropriate behaviour, by encouraging independence and self-discipline. This means showing an interest in all of the student does in school, encouraging students to uphold the school code of conduct and the school dress and appearance code, supporting the school in implementing these policies.

Positive Consequences

We recognise that external consequences and rewards are effective ways of encouraging appropriate behaviour. We use the following positive consequences, for example praise,

merits, certificates, phone calls home to parents, letters home to parents, displays of work, award assemblies and reward trips and activities.

We believe it is essential that all students are able to receive positive encouragement and have a fair chance to receive the positive consequences listed. Students can achieve success through their work and behaviour. Positive behaviour points are recorded for good work, good behaviour and good citizenship and this is used to identify pupils to take part in reward assemblies each half term.

Negative Consequences

If a student's behaviour is unacceptable we need to teach them positive behaviour instead. If a student misbehaves staff will follow the school procedures as described in the Staff Shared Area.

More serious misbehaviour

When more serious misbehaviour occurs, a student may be isolated for a period of time, following the incident. Parents will be notified if this has been the case and may be invited into school to discuss the incident. In many instances this will be as an alternative to exclusion, but on occasions exclusion from school may be unavoidable.

Exclusions

It will always be a case of professional judgement, based on knowledge of the student, at which point a student's conduct becomes seriously detrimental to others because he/she is making it impossible to maintain the learning environment.

In the case of fixed term exclusion, the school will operate within the scope of DfE guidance, which suggest that as a general rule the shortest possible fixed term exclusion is as likely to be effective as longer fixed term exclusions.

The Headteacher and the Governing Body must demonstrate before permanently excluding a student that:

- all other alternatives have been exhausted
- keeping the student at the school will be seriously detrimental to the safety or education of others.

In terms of deciding whether or not alternatives have been exhausted the Governors will expect evidence of some of the following strategies having been used.

i) **Identification of underlying causes**

Poor behaviour may be linked to a student's problems in understanding lessons. There should be evidence to show that additional learning support has been considered and implemented as relevant. Students may require for example additional literacy or numeracy

support to be able to access all lessons. There may be the need to consider different teaching styles or an alternative curriculum.

ii) **Early Intervention**

Risk factors (e.g poor attendance, poor attitude or behaviour, learning difficulties or home background) should be identified and necessary contact with parents and other agencies made. A review of students at risk of failure is carried out in the Spring Term of Year 9 in partnership with Connexions, the Education Welfare Service and other appropriate agencies. The possibility of a work related or other alternative curriculum at KS4 will be considered.

iii) **Full Use of School Strategies**

There should be evidence to demonstrate the full range of strategies have been attempted.

iv) **Pastoral Support Plan**

A Pastoral Support Plan should have been put in place to enable strategies to be systematically and rigorously applied, to try to avoid exclusions, fixed term or permanent.

A PSP should have the following qualities:

- Reasonable targets that are achievable and agreed by pupils and parents.
- Support in place to help the student achieve the targets in a reasonable time span.

If the targets are reviewed and the student shows no real improvement then the failure of PSP can be seen as grounds for seeking a permanent exclusion.

Looked After Children

In the case of the exclusion of a Looked After Child, whether for a fixed term or permanently, due account will be taken of the extra support that may be needed in order to avoid exclusion. The Designated Teacher for LAC will always be involved in the decision to exclude and in attempting to find alternatives. Through the Personal Education Plan, it will be acknowledged that additional support may be needed to ensure successful achievement in education.

SEN

In the case of the exclusion of a child on the SEN register, whether for a fixed term or permanently, due account will be taken of the extra support that will be needed in order to avoid exclusion. The SENCO will provide a report as appropriate on the measures taken to support the student and whether the student's IEP needs to be amended in the light of the exclusion. In the case of permanent exclusion of a student with a Statement of Special Needs, the Local Authority will always be consulted and a full report provided by the SENCO.