

Behaviour Policy 2017-18

Exceptional Progress for Every Student



1. Why we have this policy?

Excellent behaviour in school is essential in helping all students to make exceptional progress. Students, parents and teachers have all made their views clear that effective learning takes place in an orderly environment. We expect students' behaviour to be outstanding at all times and our policy reflects the requirement for the highest standards so that all students can make exceptional progress. Students who choose to persistently behave poorly require support to help them improve and our policy allows for this. Our Rewards Policy includes all that we do to reward positive behaviour and we spend for more time on positive behaviour for learning and around the site than we do on poor behaviour.

2. Aims of our Behaviour Policy

- Students' behaviour will be outstanding, both in lessons and outside lessons; there will be no poor behaviour at King Edward VII Academy
- The behaviour of students who persistently behave poorly will improve through the provision of intensive support
- Those who make the right choices will be encouraged and rewarded through our Rewards Policy
- To support Our Ethos

3. Dealing with poor behaviour

Poor behaviour is subject to sanctions and is recorded by issuing a recorded sanction through SIMS. Students who behave poorly risk losing their place in KES's normal school day and depending on the circumstances; they also risk permanent exclusion from the Academy. Staff will always be positive in attempting to resolve any issues on poor behaviour and seek to avoid any conflict

3.1 Basic Expectations

- Uniform – All students will be in correct uniform at all times of the school day
- One-way system – Keep to the left on all corridors
- Mobile phones and headphones – not seen and not heard in lessons and between lessons. Allowed to be used at break and lunchtime but not for taking photographs
- No students out of lessons without an out of lesson pass
- No teachers to keep tally charts on their boards regarding behaviour incidents

3.2 Teacher / Faculty sanctions

Teachers / faculties may use their own sanctions, including setting detention of up to 30 minutes for minor issues of poor behaviour (silliness, other low level problems which the teacher feels the need to deal with).

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3.3 Whole Academy sanctions

A student will be placed on the following reports:

- **Form tutor report - 5 behaviour points in a week** - HOY will inform form tutor - FT to contact home and monitor report
- **Head of Year report - 7 behaviour points in a week** - HOY to contact home and monitor report
- **Green book monitoring - 10 behaviour points in a week** - (list updated weekly by GJR) - GJR to contact home via parentmail and monitored by the selected member of staff.

Behaviour	Sanctions
Verbal warning for interrupting learning in a lesson.	Teacher sanction if required
Any further interruption to learning	Student is removed and has a 60 minute detention after school that day *
Truancy/leaving a lesson without permission	60 minute detention that day after school *
Talking or poor behaviour in assembly	60 minute detention that day after school *
Poor behaviour between lessons (eg: running, loud behaviour, deliberately walking on the wrong side of the corridor, having phone or headphones visible)	60 minute detention that day after school* Phones/Headphones confiscated until the end of the day if used inappropriately
Poor behaviour at break/luncheon time (e.g loud, dropping litter, eating in a place not allowed, being in a place not allowed)	Isolated for the rest of social time and 60 minute detention that day after school*
Fighting	Most likely outcome is internal or fixed term exclusion. Programme of support on return to ensure behaviour isn't repeated
Uniform – incorrect without a note from home on that day	60 minute detention that day after school. If repeated, student is isolated until such time as uniform is put right
Defiance towards any member of staff	An internal or fixed term exclusion at least the rest of the day and is isolated for a day with work upon return to school. Programme of support to ensure that behaviour isn't repeated.
Further defiance	Up to 5 day internal or fixed term exclusion, reintegration through the PLC. Programme of support continues to ensure that behaviour isn't repeated.

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Swearing at a member of staff	Up to 5 day fixed term exclusion, reintegration through the PLC. Programme of support continues to ensure that behaviour isn't repeated.
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*(parents informed by HoY)

Note: Exclusion could be fixed term or internal

The Academy will always inform parents that day if a student has been placed in detention after school. If parents cannot be contacted by phone, the detention will be rearranged for as soon as possible after the parents have been contacted (usually the following day).

3.4 No debate on poor behaviour / sanctions

Staff will always be positive in attempting to resolve any issues on poor behaviour and seek to avoid any conflict, however, staff should not debate poor behaviour/sanctions with students. Where a student is argumentative, the teacher will give a clear choice by asking, "Are you choosing not to follow my instructions?" If the student says 'yes' or continues to argue, this will be treated as defiance and be dealt with by a senior leader.

4. Dealing with uniform issues

All staff are required to deal with uniform issues whenever seen during the school day.

Any student dressed incorrectly for no good reason (note required from home on the day) should be sent straight to their Head of Year. Where a student needs to change, the Academy will contact home to work out the best way for this to happen. This will be either going home to change, a parent bringing in the required item of clothing or the Academy lending the student the clothing required (only clean, laundered clothing will be lent). Refusal to wear clothing lent by the Academy or to take off an item of clothing or jewellery that is not permitted will be treated as defiance and the student will either be internally or externally excluded, depending on the circumstances.

5. What happens for On call and in the Reflection Room?

Students in the Reflection Room during the normal school day complete work in lessons they are missing as a result of their poor behaviour.

- On call contacted via Spark
- Discreet, professional conversation between members of staff
- Work is provided to complete at this point.



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- Student is taken to reflection base.
- HOY informed by reflection manager that X is here – contacts home.
- Student fills in reflection sheet and hands it to reflection manager.
- Student attends next lesson.
- Teacher sets work to complete in detention.
- Student arrives for detention at 3pm.
- Teacher can resolve situation with student anytime in that hour and sign sheet to say conversation has happened.
- Teacher contacts home to inform parents of incident.

6. Authorising internal and fixed term exclusion

An internal exclusion takes place in the Isolation Room. Students work under supervision on the lesson work for that day. A fixed term exclusion involves the student being excluded from the Academy premises for a set period, for example a day. Only a senior leader can authorise internal exclusion. Only the Principal can authorise a fixed term exclusion for a serious incident of poor behaviour.

7. Behaviour Support for students whose behaviour is persistently poor

Students who are having difficulties improving their behaviour will be given additional support. Support given will be personalised to the student, but may include some or all of the following: regular contact with parents; a restorative approach; outside speakers; an inspirational experience; a focus on positive aspects of a student's behaviour; students mentoring other students whose behaviour is persistently poor; a short-term, part-time timetable.

8. PSP – Evidence, Reviews, Outcomes

A PSP is a Pastoral Support Programme which lasts for a maximum of 12 weeks. It involves a student being set targets to achieve, each teacher writing a comment on whether the targets have been met at the end of a lesson and the Head of Year reviewing these with the student at the end of the school day. A student on a PSP is in danger of being placed in the College's alternative provision or of permanent exclusion. He/she will be closely monitored and will be given appropriate support to help them be successful in meeting the PSP targets that will be set.

- Clear targets will be set for the PSP
- PSPs will be formally reviewed at 2 week intervals by the Head of Year. Parents will be invited to the review meetings. The Head of Year may decide after a review to suspend the PSP if targets are being met.
- Evidence for the PSP will be gathered on weekly reports which the student is responsible for maintaining and bringing to school every day. Each lesson will be commented on by the teacher and the student meets the Head of Year each day to review.

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9. Alternative Provision

Alternative provision is for a student whose poor behaviour has put her/him in a position where she/he cannot continue in normal lessons. Instead, for a period to be determined by the Academy, the student will be educated outside of normal lessons. The aim is for the student to be re-integrated to the mainstream curriculum; for this to happen, the student has to demonstrate good behaviour/attitude to learning over an extended period of time.

- This period of time may be influenced by the student's behaviour and engagement with the alternative provision
- The most likely outcome for a student who does not respond well to alternative provision is permanent exclusion from the College

10. Additional Guidance

- The Academy reserves the right to withhold the privilege of any student to take part in organised extra- curricular activities (including sport, music, drama, trips, Year 11 ball) if behaviour has been poor
- Issues related to failure to complete homework and attendance and punctuality appear in the Homework Policy and in the Attendance and Punctuality Policy