

JKHS BEHAVIOUR-FOR-LEARNING POLICY

High Expectations, High Participation, High Performance, High Enjoyment

Introduction

It is widely recognised that good teaching and learning is a way of improving behaviour in schools and at John Kyrle High School and Sixth Form Centre we value good behaviour in the classroom and elsewhere to promote the school as a learning community and to ensure that classrooms are effective learning environments. The highest regard is given to the quality of relationships between teacher and learner.

Under Section 89 of the Education and Inspections Act 2006 every maintained school must have a behaviour policy and under The School Standards and Framework Act 1998 a home-school agreement is also required to set out the responsibilities that are considered to be those of the home and those of the school and what is expected of the school, the parents and the students. The Education Act 2011 also strengthened the authority to school staff when handling matters of discipline and the DFE issued guidance on behaviour in February 2014.

The school's student behaviour and discipline policy sets out what is expected of students in the school and also sets out the sanctions that will be taken against students who are subject to disciplinary action and those who are found to have made malicious accusations against school staff. It also states what action the school will take after items have been confiscated from students.

Objectives and targets

In drawing up its principles for the school's behaviour policy, the board of trustees has been obliged to:

- Consult with the headteacher and other stakeholders (for example, lead-behaviour professional, inclusion co-ordinator, SEN co-ordinator, student council, parents) as appropriate to ensure that staff have ownership and confidence in the behaviour policy before making or revising the policy.
- Agree the school's behaviour and discipline policy and a code of conduct.
- Ensure that these are available to all staff, students and parents.
- Oversee the headteacher's management of behaviour and discipline in the school in line with the policy.
- Advise the headteacher on ways of promoting good behaviour.
- Review and amend the policy regularly.
- Take account of the guidance issued by the DFE.
- Ensure that registers of admittance and attendance are kept.
- Include information on student attendance when required.
- Include principles of prevention of bullying.
- Ensure that all key staff receive training on the reasonable use of force to control or restrain students.



- Publicise the policy in writing, to staff, parents and students at least once a year.
- At John Kyrle High School and Sixth Form Centre we aim to ensure that all get the best out of the school, irrespective of gender, ethnicity, age or religious belief. This will be achieved when all students:
 - Respect, understand and co-operate with each other.
 - Are polite to each other and respect each other's abilities and aptitude, background and culture, religious belief and views, disabilities and property.
 - Arrive on time at school and for lessons.
 - Give of their best in work by listening and learning.
 - Work and play safely, looking after those with learning and physical disabilities.
 - Look after school buildings and equipment.
 - Help each other and our local community.

Action plan

Without an orderly atmosphere, effective teaching and learning cannot take place. Providing a safe and orderly school for the good of the majority of students must always take priority over concern for the few who may test the system and disrupt learning for others.

The code of conduct below is both a statement by the school of the routines that it believes are necessary for the smooth running of the institution and a declaration of the standards which are expected of all students. The reputation of a student and that of the school go hand-in-hand; if the school has a good reputation then the student will take her/his share of it wherever they go.

The school's code of conduct will be made available to all students at the start of each school year via their planners.

Students will be reminded regularly about what is expected of them through assemblies and tutor group meetings and in class. The school council will be asked to make suggestions for improvement of the code in relation to rewards and sanctions.

Any student who repeatedly breaks the rules, or who is violent, racist, sexist or abusive, or who brings prohibited items into the school, may be excluded, either for a fixed period of time or permanently.

General behaviour

Students should:

- Not cause offence to others, including the use of foul, racist or sexist language.
- Not threaten or use physical violence to a student or adult – such behaviour will normally lead to permanent exclusion.
- Not bully another student; bullying of any sort will not be tolerated.
- Not deliberately damage school equipment or property.



- Not chew gum or drop litter on the school premises.
- Keep to the left while moving around the building and behave in an orderly fashion in the corridors.
- Wait outside a teaching room until the class teacher arrives.
- Not leave a classroom without permission and a note from a teacher.

Dress and appearance

Students should:

- Wear the school uniform on the way to, from and in school.
- Wear protective clothing in science and design technology classes.
- Be appropriately dressed for PE and sport.

Health and safety

Students should:

- Not use or supply any illegal drug – this is strictly forbidden and will normally mean automatic permanent exclusion.
- Not use cigarettes or alcohol on the way to, from, and while on the school premises – failure to observe this restriction may lead to a fixed-term exclusion.
- Not interfere with any school equipment (including fire alarms).
- Not bring on to the school site any dangerous articles (including knives, fireworks, and any sort of firearm or harmful chemicals).
- Not climb on to any school buildings or into private premises near the school.
- Deposit rubbish in the refuse containers placed round the school site.
- Notify the grounds maintenance staff if a ball is on a roof (they will retrieve it in due course).

Property

Students should:

- Not bring any items to school which are not directly connected with their lessons.
- Not take property from other students' clothes, lockers or bags; theft of property belonging to the school, or other students, will not be tolerated.

In the classroom

Students should:

- Arrive on time.
- Concentrate in class and listen to teachers' instructions.
- Bring books and equipment needed for each class.



- Always try to do their best work.
- Set out work as required by teachers.
- Work in groups without raising the sound level to disturb other groups.
- Wait in turn to speak in discussion groups and question and answering sessions.
- Record all relevant information in their school planner, including homework.
- Hand homework in promptly.
- Be helpful to other students.
- Not shout out and rush around.

Some problems, such as lateness for lessons, absence from lessons, or not completing coursework on time, may lead to students being put in detention and their parents being informed.

Measures to prevent Bullying.

All members of the school are expected to help develop an ethos based on caring, considerate and co-operative behaviour so that students can be *Happy, Healthy & Successful*. We use a variety of methods and activities to ensure students understand that bullying in any form is unacceptable; that differences in people are to be celebrated and to see situations from other's perspectives.

We encourage students to speak out and tell someone if they or someone else is being bullied. They may choose to speak to parents or carers or to an adult or another student in school. Students should be secure in the understanding that the disclosure will be taken seriously by the school and will be dealt with sensitively and effectively.

John Kyrle High School considers BULLYING to be:

- Deliberately hurtful (including aggression)
- Repeated, often over a period of time
- Difficult for victims to defend themselves

It can include: action against others because of their race; cultural background; religious beliefs; sexual orientation; physical characteristics; appearance; health; gender or disabilities. Bullying can be physical, verbal, indirect, (e.g. rumour spreading, social exclusion) or cyber-related.

In order to identify bullying:

- All staff are safeguard trained.
- An open culture is encouraged, where all students, staff and parents know that they may safely report any incidents or patterns of behaviour that indicate bullying may be taking place in school or on the way to and from school.
- Tutor Groups remain together throughout Years 7-11. This allows them to become small communities and teams in themselves. Where possible, the Tutor stays with the group. This fosters excellent relations and creates an atmosphere of trust, respect and safety.
- There are high levels of staff supervision before school, between lessons, at break and lunch and after school.
- Students or parents may report suspected bullying to any member staff.



If a student or parent reports that bullying has taken place:

- Pastoral staff will investigate the incident fairly, sensitively, quickly and calmly.
- Consequences arising out of the incident will be determined on a case-by-case basis and will be in line with the sanctions outlined in this policy.
- Where possible, a process of restorative justice will be followed alongside or, when appropriate, instead of, sanctions.
- John Kyrle High School will always support the victim of any bullying, We also support the bully in changing their behaviour positively.

Specific rules applying to particular activities and areas

Use of the school computer network.

These rules should be considered alongside the Acceptable Use Statement in student planners. Students should:

- Not use a computer to harm other people or interfere with their work.
- Not damage a computer and its connections, other IT equipment or the network in any way.
- Not interfere with the operation of the network by installing any software, including shareware and freeware.
- Not use any computer designated for 'staff use only' unless specific permission has been granted.
- Not violate copyright laws, view, send or display offensive messages or images.
- Not waste the disk space allocated.
- Not print out unnecessarily.
- Not trespass into folders, files or work stored in areas other than his or her home folder or allocated 'shared' area.
- Not use the internet or other resources to access offensive sites or sites that are unrelated to work being done.
- Notify a member of staff if he or she encounters, even by accident, students, materials, files or folders that violate this code.
- Be prepared to be held accountable for his or her actions and for the loss of privileges if this code is broken.
- Not give others access to his or her password.

If any of the above codes are broken, the student concerned will lose privileges and access to the school's network and may face other sanctions.



The wider community

Students should:

- Not congregate around the school entrances at the beginning and end of the day – if you are waiting for friends please do so inside the school premises.
- Use the pavements rather than walk in the road.
- Not run or shout in the streets.
- Be polite to those who live near the school.
- Avoid getting into arguments even if you have been treated unfairly – in such cases tell your tutor who will speak to those involved for you.
- Be sensible and polite on public transport.
- Never enter gardens or premises near the school site to collect a ball, or for any other reason.

In addition to taking action on incidents which occur in school, the school reserves the right to take disciplinary action on out-of-school incidents which could impact on safeguarding, the orderly running of the school or could adversely affect the reputation of the school. (Behaviour and Discipline in Schools – Advice for Headteachers and school staff, July 2013).

Rewards and sanctions**Rewards**

Commendation of good work and behaviour is central to the school's drive to improve standards further and is an integral part of the school's behaviour policy. It also complements the school's marking, assessment and teaching and learning policies.

We set out to reward students in a positive manner and in a way that we hope will catch their imagination and enable them to see that we value their good work and behaviour. Success at all levels and in all areas both inside and outside school will be recognised.

Procedure

- Merits are awarded.
- Departments may also create their own distinctive letters/certificates to send home on completion of a really high quality piece of work. This might be work done over a series of lessons/homeworks for which single merit might seem parsimonious.
- Tutors may also give merits to acknowledge specific areas of student achievement within (our outside) school simply by signing the merit section of the Student Planner.
- The Headteacher is always pleased to have students referred to him for commendation.



Headteacher's Special Merit Postcards

Each term the Headteacher will ask departments/tutors/HOYs for names of students who are performing well so that Special Merit Postcards may be sent home.

Sanctions

Please see Appendix 1

Staff guidance

The aim of the students' code of conduct is to promote self-discipline among students. Its objectives are:

- To ensure that students show respect for other people and for property.
- To achieve the highest possible standards of appearance, behaviour, work, attendance and punctuality.
- To provide an orderly working environment in which students can learn.

The discipline of each year group will be the responsibility of the head of year supported by the team of tutors and all teachers.

Designated staff are responsible for supervising their part of the building and the students in this area, including the time before school starts, after it finishes and during the lunch break.

Tutors check students' uniform twice each day and student planners weekly.

Class teachers and tutors deal with minor breaches of the code of conduct on the spot. Heads of Year, PSOs and senior staff deal with more persistent problems.

Staff must take positive action to correct the behaviour of students who do not follow the code of conduct, but must equally remember to reward good behaviour.

Teachers need to work together with parents to maintain standards.

The Prevent Duty

As set out in the non-statutory advice for schools and childcare providers in 'The Prevent Duty (June 2015), JKHS follows a policy (in-line with the Child Protection procedure) of reporting incidences that pertain to the potential of a student being given over to extremist views or ideologies. The school's safeguarding principles apply to keeping children safe from the risk of radicalisation.

The school aims and helps to build students' resilience to radicalisation through the promotion of fundamental British Values and associated areas across the curriculum.

- The Prevent strategy with the council contact is: ct1@herefordshire.gov.uk – Carol Trachhoniitis
- DS Phil Colley is the Force's lead
- Chair of the panel on the council is Neville Meredith.



Monitoring and evaluation

The policy will be monitored regularly in the light of incidents related to student behaviour and will be evaluated:

- Once a year at the school council.
- By reports for the Trustees' Disciplinary panel to the Full Board of Trustees at each meeting.
- By Trustee Learning Walks.
- No student has been excluded since 2004

The decision to exclude

Only the headteacher, or a person acting with the headteacher's authority, can exclude a pupil from school. A permanent exclusions will be taken as a last resort.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs

Roles and responsibilities

The headteacher

Informing parents

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the board of trustees and local authority

The headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the headteacher will notify the governing board and LA once a term.

The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

Considering the reinstatement of a pupil

Trustees will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination

If requested to do so by parents, trustees will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination trustees will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the trustees will consider the exclusion and decide whether or not to reinstate the pupil.

Trustees can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date



In reaching a decision, trustees will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

Trustees will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, trustees decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require LA to appoint an SEN expert to attend the review
 - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
 - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

An independent review

If parents apply for an independent review, the LA will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by trustees of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the trustees category and 2 members will come from the headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school trustee or volunteer
- School trustees who have served as a trustee for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a [member/director] of the [LA/academy trust], or governing board of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years



- Are an employee of the [LA/academy trust], or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the [LA/academy trust], school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years . A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

School registers

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- *Agreeing a behaviour contract*
- *Putting a pupil 'on report'*
- *Internal isolation*

Monitoring arrangements

JKHS monitors the number of exclusions every term and reports back to the trustees. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

Reviewing

The policy will be reviewed annually by the school and board of trustees and altered in the light of any concerns brought by any of the above, and where changes in legislation make it necessary. The school is fully compliant with all DfE recommendations and will update the policy with any substantive changes.



Senior Leadership Group member: Mark Croad

Link Trustee: Kate Nicholls

Reviewed date: Autumn Term 2017

APPENDIX 1 - Behaviour Management for Staff

