 Kingsmead	POLICY TITLE:	Behaviour and Rewards
Kingsmead Academy T/A Kingsmead School		
Committee/Person Responsible for Policy:		Senior Assistant Headteacher (Personal Development, Behaviour and Welfare)
Date Approved by Governing Body:		February 2017
Date of Last Review:		Spring 2017
Next Review Due:		Spring 2018

ETHOS

Kingsmead is a well ordered school where all members of the school community (staff, students and visitors) have the right to be valued, to feel safe and have a pleasant environment in which to work. We recognise that the right atmosphere for effective learning requires a system of rewards, sanctions and a series of intervention strategies, which are easily understood and implemented consistently and fairly.

AIMS

This policy is based on the core values of Kingsmead School.

CARE/ RESPECT

The aim of this policy is to ensure that the behaviour of all students at Kingsmead is underpinned by care and respect for others.

It is vital that positive behaviour for learning is supported, and that when behaviour becomes a barrier to learning, the school has consistent and fair systems in place to manage that behaviour.

Central to this policy is an ethos that recognises the importance of self-respect, care for others and care and respect for everyone in the school community.

ASPIRATION/ DETERMINATION

This policy recognises that in order to aspire to achieve the very best, all members of the school community need to reflect an absolute determination to behave in ways that promote good learning, and challenge behaviours that undermine aspiration in a fair and consistent way.

CODE OF CONDUCT

This is published in the student's planner and students are responsible to actively adopt the core values of Care, Respect, Determination and Aspiration in order to achieve our collective aims.

By

- Care for themselves, each other and all members of the school community

- Care for the school environment by not littering, and following the Kingsmead ECO Code
- Respecting all members of the school community
- Respecting everybody's right to personal opinions, beliefs and lifestyles
- Respecting the right of everybody to learn by behaving positively without disrupting learning
- Respecting all school and personal property
- Always being on time for lessons. Settling down to learn quickly and quietly without fuss.
- Always having the correct equipment and student planner for every lesson. This must include a pen, pencil, ruler, scientific calculator and PE/games kit.
- Listening to staff attentively and following instructions carefully.
- Aspiring to achieve your very best by giving all work in on time
- Never using items such as mobile phones or iPods in lessons unless instructed by staff to do so
- Never taking photos or filming anyone without their explicit agreement
- Moving around the school sensibly. Walking not running inside the school building, always keeping to the left
- Eating food in the correct places, drinking water or squash, not energy drinks which are banned from school
- Lining up sensibly for lunch and outside classrooms
- Following the rules on school transport
- Leaving aerosol sprays (E.g. deodorants) at home – they are banned from school
- Following the ICT network rules, using equipment respectfully and being a good online citizen

Section 1: CLASSROOM MANAGEMENT (see Appendix 1 and 2)

Staff should do everything they can to produce a positive classroom climate. This includes:-

- Planning for good behaviour by producing stimulating and appropriately varied lessons
- Creating positive relationships based on mutual respect and trust
- Maintaining a stimulating learning environment
- Encouraging self-discipline and using plenty of praise and the schools reward policy.

Staff should model the good behaviour they wish to see, separate the inappropriate behaviour from the student, use seating plans as appropriate, always follow up on issues that count and use the language of choice (ie. *X and Y the instruction was for silent reading – if you are choosing not to do that, you are choosing to spend time with me at lunch – back on task now, thanks*). A check list of classroom expectations to support positive behaviour is available in Appendix 1 along with a summary of different teacher response styles to behaviour.

We have a number of students who have Student Support Plans or additional support in one form or another. While we cannot and must not condone disruptive behaviour, for a very small number some 'extra leeway' is necessary. **Staff must be aware of all students who are on the AEN register or/and have an SSP and react to the information provided.** This information is all available on the SLP and through SIMS.net.

Appendix 2 details what we count as poor behaviour as do further sections of this document. When behaviour falls below an unacceptable level, staff must employ standard strategies such as:

- Disapproving body language or eye contact
- Pause in talking or activity
- Use the students name
- Use of voice tone and volume
- React professionally not personally
- Give directions on what you want a student to do, rather than what you want them to stop doing
- Catch students being good and use praise

If poor behaviour continues, the following action should be taken as appropriate:-

- Give a clear instruction to put right the wrong behaviour
- Move the student in the classroom

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Author: Andy Dunnett

- Confiscate wrong uniform if this is the issue, valuables must be put in an envelope and clearly marked with the student's name, the date and given to the Finance Office for safe keeping – collection by the student from the Senior Assistant Headteacher during Friday registration only – repeat offenders will be warned that confiscation can last a term
- Give a first warning (yellow card or name on the whiteboard)
- Ask student to wait outside for no longer than 5 minutes
- Speak to student at the end of the lesson

Persistent poor behaviour and defiance:-

- Issue a second warning (red card or a 2 against the student's name on the board)
- Arrange a detention at break or lunch
- Send student to work in another classroom (timetable of rooms for this purpose to be agreed at the start of each school year)
- Put student on a departmental report
- Fill out a behaviour report form

When all classroom management strategies are exhausted:-

- Consult LoL for support
- Send for support by ringing Student Support or by sending a responsible student
- Make a referral to the LoSS requesting a meeting to discuss further strategies needed
- Fill out a behaviour report form

Extreme behaviour:-

- Refer to SLT. Either ring or send a responsible student to Student Support and a member of staff there will ensure SLT are alerted immediately
- Any student removed from class for a behavioural reason will complete the rest of the lesson in a pod in Student Support

All classrooms will display the diagram, appendix 2 to ensure students are aware of the action that will be taken if their behaviour is not in line with the school's expectations. The following sections of this policy further clarify these procedures with more detail.

Section 2: BEHAVIOUR REPORT FORM (see Appendix 3)

An example of the behaviour report form is in appendix 3 and is available electronically on the SLP by going to this policy.

Behaviour reports are completed in order to communicate that a student's behaviour has dropped below an acceptable level. Behaviour reports will be completed in the following instances:

- A student's behaviour has resulted in them being removed from the classroom for a period of time (ordinarily this will simply be for information and no further action will be required).
- A student has been sent to another classroom for the remainder of a lesson as a result of their poor behaviour.
- A student has refused to follow instructions given by a member of staff in line with our policy.
- An incident outside of the classroom that is felt significant enough to be recorded.

The form should be used for communicating both high and low level disruption – those students who are not responsive to classroom strategies need to be identified and recorded in order for the necessary level of support, and any action, to be determined. This is key for LoSS to gain a wider perspective of a student's behaviour and the SSP process is also dependent on the forms as are the funding bids for high tariff students. Once completed staff should use their professional judgement on where the form should go next dependent on both the severity of the incident and the student concerned. The member of staff who completed the incident form initially should be sent a copy of the form by the Phase Admin staff on receipt and before it is filed in the student's file to provide the

member of staff with an account of the action (if any) taken regarding the concern. Forms should also be used even if a student is already on a report card – especially if a significant event.

Section 3: DETENTIONS

The table below is a guide to how detentions should be used and managed.

Behaviour	Detention
<ul style="list-style-type: none"> Lack of equipment Lateness for no reason 	Break detention outside staffroom
<ul style="list-style-type: none"> Chewing or eating in class Refusal to follow instructions Continued talking at the wrong time Lack of homework No planner 	10 minute detention at lunch given by subject teacher – detention to be written into planner
<ul style="list-style-type: none"> Second warning issued in class Student removed to another classroom Student leaving the room without permission Persistent lack of homework Persistent lack of equipment Lack of effort or engagement in learning 	20 minute lunchtime detention given by classroom teacher or LoL (agreed by department as their policy) – detention to be written into planner
<ul style="list-style-type: none"> Smoking on school site 3 lunchtime detentions in a 7 week period Not turning up to lunch detention after a warning issued and second chance given Persistent disregard for uniform code Truancing for one lesson 	After school detention – pastoral secretaries will do the admin when notified by the member of staff. Parents to return slip via student to notify they have read and understood the reason for the detention and the arrangements for collection. Tutors to check planners for three lunchtimes every week and notify pastoral secretaries.
<ul style="list-style-type: none"> Anti-social behaviour out of class Play fighting Out of bounds Wrong uniform 	One or more litter picking detentions managed by member of SLT on duty that day

Planners – Tutors should check daily that students have their planners and equipment to write with. Students who forget their planners should be issued with a temporary day planner card and a 10 minute lunch detention. Persistent offenders should have a behavioural report form completed and passed to Behavioural support to follow up.

Section 4: Exclusions

Exclusion from school is used as a sanction for serious breaches of school discipline. They are used sparingly and only when other alternative sanctions have not succeeded in changing behaviour.

A pattern of persistent poor behaviour may lead to exclusion but will not in itself lead to permanent exclusion. The latter is reserved for serious misbehaviour, which includes misbehaviour that is seriously detrimental to the progress of other students.

Counselling, support and advice are seen as important behaviour modification measures and will be used alongside sanctions such as exclusions as well as other intervention measures deemed appropriate for the welfare of the student. These may include:-

- Liaise with external agencies
- Behaviour agreements
- Pastoral support plans

Further examples can be found in section 6.

Consideration of preliminary factors will be taken into account as well as an enquiry into the circumstances leading up to the misbehaviour will be carried out prior an exclusion taking place.

Behaviours which will lead to exclusions:

Behaviour	Type of exclusion
<ol style="list-style-type: none"> 1. Not turning up for after school detention or unacceptable behaviour in an after school detention 2. Swearing deliberately in the presence of a member of staff with the intention of them hearing it 3. Truancing for more than one lesson 4. Three after school detentions 5. Defiance 	<p>Internal suspension. Students will be notified of the day of their internal exclusion and the reasons behind the sanction. A standard letter will be sent to parents outlining the above, a form completed for the student file and the internal exclusion recorded on to SIMs. The student will spend the day in a Pod in Student Support and will be supervised by a TA. Work will be provided for the student by the staff who would normally teach the student that day. They will remain under supervision during break and lunch time and will be isolated from their peers. Students will be escorted to the canteen to obtain their lunch and a snack at break time. The internal exclusion will also include an intervention from a member of Student Support to review the situation and arrange any necessary support strategies to be implemented. An action plan will be completed including any new strategies and a copy will be sent to parents. This will be recorded and placed in the student file/attached to the SIMs record.</p>
<ol style="list-style-type: none"> 1. Assault or bullying 2. Swearing at a member of staff 3. Use of drugs or alcohol 4. Five after school detentions 5. Persistent defiance – when a student refuses a reasonable request, intentionally undermines a member of staff’s authority 	<p>Fixed term external exclusion. The incident is referred to SLT and appropriate sanction confirmed in terms of length which will depend on the student’s previous behavioural record, extenuating circumstances (Disability Discrimination Act), parental, peer or other pressures which may have contributed to the behaviour, degree of severity and frequency of the behaviour and likelihood of it recurring. The vast majority of exclusions will last from one to five days and every exclusion will be followed by a re-admittance meeting involving the Headteacher or a member of SLT, LoSS, parent and student where the student must agree to follow the school’s Code of Conduct. Parents will be contacted by phone and student is issued with a formal exclusion letter at the end of the school day. A copy of the letter to follow in the post. The exclusion will then be recorded on to SIMs.</p>
<ol style="list-style-type: none"> 1. Serious breach of the school’s code of conduct 2. If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school 3. Serious actual or threatened violence against another student or a member of staff 4. Sexual abuse or assault 5. Supplying an illegal drug 6. Carrying an offensive weapon 	<p>Permanent exclusion. A decision to exclude a student permanently will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies as detailed elsewhere in this document, which have been tried without success. There will, however, be exceptional circumstances where, in the Headteacher’s judgement, it is appropriate to permanently exclude a student for a first or ‘one-off’ offence. The Headteacher will consider whether to inform the Police and /or other agencies where a criminal offence has taken place. NB: Where the Headteacher has permanently excluded a student for behaviours 3, 4, 5, 6 or persistent and defiant behaviour including bullying (which includes racist or homophobic bullying) or repeated possession and / or use of an illegal drug in school premises, the Secretary of State has stated that he/she would not normally expect the Governing Body or an Independent Appeal panel to reinstate the student.</p>

Role of the Governing Body

A copy of every exclusion letter is sent to the Chair of Governors and the letters indicate that, i) the Chair of Governors has been informed of the exclusion, ii) the parent has a right to appeal against the exclusion to the Governing Body via the Chair of Governors. The letter will advise parents that if they wish to appeal, they should make known their intention within seven school days of notification.

Role of the LoSS

The LoSS will assist the Headteacher or Senior Assistant Headteacher in collating the student's history of events and responses and will be present, where possible, at meetings with the parents and student. The Year Head along with their tutors should inform the year group of the school policy with relation to exclusions as well as the behaviour policy generally on a regular basis (once a term). Post exclusion students will be monitored by the LoSS for 3 weeks then by the Form Tutor for a further 3 weeks, if any lapses occur the student will restart the process or be moved up to the next stage.

SECTION 5 : THE REPORT CARD SYSTEM (see Appendix 4)

A) Reasons for being placed on report:

The aim of a report card is to support a student to effect some positive change relating to their behaviour and participation in lessons. A minimum of 3 targets are set and close monitoring of their behaviour is achieved by teaching staff reporting on each individual lesson.

A student may be placed on report for the following reasons:

- A number of behaviour report forms (particularly when problem area is not restricted to one subject area and therefore department report is not appropriate)
- A number of lunch and after school detentions
- A number of concerns from teaching staff for poor work or behaviour.
- Following a fixed term exclusion or internal suspension.
- Students requesting being placed on report.

B) The system:

The report system for students potentially has 6 levels:

1. **Departmental Report** – to be used at the discretion of the LoL (In discussion with the tutor/LoSS) when a student's poor behaviour is isolated to one department area. The targets on the report card will specifically relate to the particular curriculum area.
2. **Form Tutor Report (yellow)** – to be used when tutors become aware of various problems through LoL's and behaviour reports forms, such as attendance at lessons, lack of homework, lateness or poor behaviour etc. This report will be used when the behavioural concerns are not within the context of one subject area.
3. **LoSS Report (green)** – to be used when a student has been placed on Form Tutor Report Card for 3 weeks but has not made any positive change relating to their behaviour. This level of report card may also be used following a fixed term exclusion or where it may be deemed appropriate for a senior member of staff to monitor the students behaviour.
4. **Student Support/AEN (lilac)** – to be used when a student has been placed on LoSS Report for 3 weeks but has failed to modify their behaviour appropriately or following a significant incident. By this stage, other support strategies will be instigated – please refer to Section 6.
5. **Deputy Head/ Assistant Head Report (blue)** – to be used when a student's behaviour continues to be a cause for concern despite being on report to their Tutor, LoSS and possibly Student Support for what could now be 9 weeks unless the situation has needed fast tracking at any stage.
6. **Head Teacher Report (gold)** – to be used following an unsuccessful period of time on SLT report. Failure to conform appropriately at this level will lead to sanctions of a more significant nature than those imposed thus far i.e. permanent exclusion.

Normally students will remain at a certain level for 3 weeks as dependant on their behaviour, they will move within the system as appropriate. Any student at level 3, 4, 5, or 6 can be moved straight down to level 1 or 2 as appropriate. There will be exceptions to this where a student can only manage to control their behaviour while on report for example towards the end of year 11 when this level of management is needed to keep the student in school. Reports can always be used to reward students and staff can exercise their own systems for this in consultation with the student.

C) The report card format/example of a report card:

The report card will consist of 3 targets which will have been agreed with the student. The targets will be smart, measurable, achievable and realistic, and will specifically relate to the students behaviour within the classroom and will reflect the areas of concern that have been identified. These can be changed during the student's period on report. Appendix 4 demonstrates an example of the report card. The member of staff issuing the card each day should copy the five lessons onto the card or ask the student to do this before they go to lesson 1.

The report card must be carried around by the student in a folder and handed in at the beginning of every lesson. Staff when taking the register at the start of each lesson should ask for report cards. If a student is late leaving a lesson while the card is being completed this should be noted in the comment box. If a student forgets to collect their report at the end of the lesson staff should arrange to have the card delivered to the next lesson or if the end of the day, to the member of staff the student is on report to. The 'acceptable' column should be used to indicate the student has met each target; however the good and excellent columns give staff an opportunity to show even greater progress. Occasionally LoSS may alter the structure of the card in order to suit the needs of a particular student to ensure a better outcome.

Section 6 INTERNAL SCHOOL STRATEGIES EMPLOYED TO SUPPORT BEHAVIOUR

- **Sanction and reward systems** - At Kingsmead we are aware that students are not all necessarily innately motivated to behave well in school. We therefore adopt a sanction and reward system in order to ensure students are aware of our behavioural expectations, gain positive recognition and support and are given the opportunity to be taught how to choose responsible behaviour. Our sanction and reward strategies are grounded in the principle that most children can behave when they want to do so. In situations where students do not behave appropriately, they have either chosen to do so or don't know how else to behave. With relation to rewards, we understand that positive recognition motivates students to choose appropriate behaviour, increases self esteem, allows for more positive relationships with students and reduces behavioural concerns. Positive recognition is given through verbal praise (our most consistently employed strategy for positively recognising student behaviour) letters home to parents and reward stamps (tangible rewards that can be exchanged for items/vouchers). Please see our full Rewards Policy for further details.
- **Close contact between home and school** – where appropriate, parents are contacted via telephone calls, letters or meetings regarding both positive and negative behaviour.
- **In class Teaching Assistant support** – teaching assistants (TA's) are available to provide in-class support with behavioural as well as learning needs. The co-ordination of this support is aimed at addressing both individual and class issues.
- **One to one mentoring** – those students identified as having behavioural, emotional or social needs can be allocated a Keyworker from within the AEN team and supported appropriately. Keyworker list is available from the AEN secretary. It is recognised that all students need a trusted member of staff they can speak to when the need arises – some will need this more than others and the Keyworker system supports this need.
- **Group work based support** – where appropriate group based interventions are delivered to targeted students where an issue has been identified or where it is agreed an increased response from the pastoral team is needed in order to support the student to engage

appropriately in education. Examples of these might be anger management, social skills etc run by the student support staff at set times in full consultation with staff affected.

- **Exit Cards** – For those students who struggle to manage emotionally when presented with some of the frustrations they face within the classroom. Exit cards are credit card sized and are issued to students with significant difficulties in managing their anger/emotions. They are placed on the desk and the student goes to a designated member of staff or Student Support to gain some support with the situation. The use of exit cards is monitored closely by the LoSS and/or AEN staff.
- **Removal from Curriculum areas** – A student may be removed from a particular curriculum area for a set period of time. Close consideration is given to where the student will go during these periods and what activity they should be doing. This could be in another teacher's classroom or a Pod in Student Support. Re-integration back into the subject area will be subject to appropriate action planning and agreements between student and teacher.
- **Behaviour contracts** – these can be drawn up by the class teacher, tutor, key worker, LoSS or Student Support staff with the student. The member of staff and student identify the poor behaviour and agree on behaviours to replace these – rewards should be used alongside such contracts.
- **Assessments** – following identification that a student's behaviour is affecting their ability to learn and they are not conforming to school systems, a range of assessment tools can be employed to identify factors impacting on behaviour, patterns of behaviour etc.
- **Student Support Plans (SSP's)** – SSP's are school based interventions to support individual students to manage their behaviour appropriately. SSP meetings are held in consultation with student's, their parents and key staff including the LoSS, and with higher tariff students, the Phase Leader, and are aimed at the following students:
 1. Those that do not respond to the school's behavioural policies and practices.
 2. Those whose behaviour is deteriorating rapidly.
 3. Those who may have had several fixed term exclusions.
 4. Those who are 'vulnerable' but not at risk of exclusion.

SSP meetings adopt a solution focussed approach and will result in a written document outlining the summary of the meeting, concerns, issues and successes discussed along with any agreed targets and action. These will be distributed to all working with the student. Meetings will take place once every half term as far as possible and will always review agreed targets and actions.

- **Multi-agency referrals** – we have strong links with outside agencies and where appropriate, will refer students to agencies who have a brief to address the issue we have identified. Examples of agencies are Adolescent Support, CAMHS, PFSA's and CSC and they will always be invited to PSP's when involved with a student.
- **Applied Learning provision** – we have a well-developed Applied Learning base which provides other learning opportunities for some students who need an alternative to the main stream education. Referrals are made through the LoSS and may also be an outcome of SSP's and will be in consultation with the SLT lead and LoL – Applied Learning.

Section 7 – REWARDS

Rewarding positive attitudes to learning and good conduct in school is a vital part of supporting good behaviours for learning. We aim to regularly notice and praise students for positive attitudes to learning and showing care and respect to others.

This recognition of positive behaviours is vital in underlining how important good attitudes are in school. It is the role of all staff in school to positively praise as many students as possible, as regularly as possible, for 'doing the right thing'.

Students are regularly rewarded within the core value areas as indicated in Appendix 5.

All staff are encouraged to regularly put stamps in planners to recognise a student has made a positive contribution to reflect Care, Respect, Determination or Aspiration.

Stamps will be collected by students and exchanged for Bronze, Silver, Gold or Platinum House awards.

Stamps can also be exchanged for tokens or stationary/ Sports goods in the reception area.

Attendance

Kingsmead School will always endeavour to celebrate good or better attendance. Currently, we award attendance certificates on a termly basis. For those students with 100% attendance over a term, a Gold certificate is awarded. For those students between 95% and 99% a silver certificate is awarded – and for those students who have made at least a 5% improvement in attendance over the term, a bronze certificate is awarded. These awards are given out in Year/ Phase Assemblies. Attendance awards are also made annually at Celebration Assemblies and Celebration Evening.

Learning Teams

Success should also be recognised in Learning Teams through communicating achievement and good behaviour back to parents/ carers. This can be done in a number of ways including phone calls and reward post cards.

Learning Teams should also aim to celebrate success through displays of work, special prizes/ competitions and events that focus on excellent achievement.

Year Teams/ Phase Teams

Tutors, Leaders of Student Support, Leaders of Achievement and Phase Leaders should aim to celebrate success and good attitudes to learning in tutor time and through Year and Phase assemblies.

Progress and A2L are regularly monitored to provide up to date information to aid this.

Regular celebration/ rewards events are held at Phase level. These include trips and celebration lunches.

Whole School

Success and good attitudes to learning should be celebrated at all levels of school life.

Special Events like Termly Celebration Assemblies (Whole School) play a particularly important role in celebrating the academic, pastoral and sporting/ artistic success of students.

The annual celebration of Achievement event similarly plays a key role in highlighting the positive successes of as many students as is possible.

Classroom expectations to support positive behaviour

Arrive on time to the lesson and greet students as they arrive
Use a seating plan
Register students. Note latecomers
Books, planners, equipment needed out on desks, uniform correct
Check homework if appropriate. Deal with offenders
Ensure homework is written in planners allowing enough time for this
Use students' names
Don't teach when some students are chattering
Have clear objectives and outcomes to your lesson shared with the students
Make sure learning tasks are appropriate
Celebrate success/improvement – use rewards
Don't accept poor behaviour
Follow agreed procedures if there are problems
Finish lesson in time for the bell

Teacher Response Styles

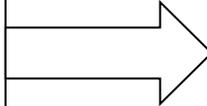
An important aspect of managing behaviour is understanding what the different teacher responses styles are and the effects they have on students. These can be described as being either 'reactive' or 'proactive'.

<p>A 'reactive' response style is when our natural reactions dominate and we respond emotionally. This is less effective because:-</p> <ul style="list-style-type: none"> • We take it personally • We over-react and become aggressive • We give in and become passive • We don't have a plan of how to deal with behaviour • We haven't prepared what to say and how to say it • We tend to be negative <p><i>As a result situations often get worse we blame the students and give up on them</i></p>	<p>A 'proactive' response style is when we are being assertive and consistent in our approaches. This is more effective because:-</p> <ul style="list-style-type: none"> • We don't take it personally • We remain calm and don't over-react to provocation • We look for win-win solutions • We state clear, reasonable expectations • We know what to say and what to do next • We use praise <p><i>As a result we are planned and prepared and because we are firm, fair and consistent students know the boundaries</i></p>
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What happens if...

I am making it difficult for staff to work with me and other students

- Talking when I should not
- Chewing gum or eating
- Uniform not correct
- Lack of equipment/ book/ planner
- Late to lesson
- Lack of homework
- Refusal to follow instructions
- Use of MP3, phone etc

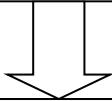


The member of staff will:-

Give a clear instruction to put right the wrong behaviour

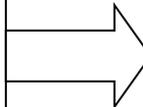
They may also:-

- Move you in the classroom
- Confiscate wrong uniform, MP3's, phones etc
- Give a first warning (yellow card or name on the whiteboard)
- Ask you to wait outside for a period of time
- Ask to speak to you at the end of the lesson
- Give you a detention



I carry on with my wrong behaviour stopping myself and others from learning

- All the above
- Any other anti-social behaviour
- Not following code of conduct
- Leaving my chair or room without permission



The member of staff will:-

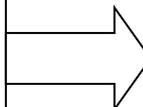
Issue a second warning (red card or a 2 against your name on the board)

They may also:-

- Arrange a 20 minute detention at lunch
- Send you to work in another classroom
- Put you on a departmental report
- Fill out a behaviour report

I am defiant and abusive to staff or present a risk to the safety of myself, other students or the school

- Continually undermining the school ethos
- Not turning up for a detention
- Play fighting
- Theft or vandalism involving school property or another person's belongings
- Swearing at or in the presence of staff
- Bullying, assault or fighting
- Smoking, using alcohol or illegal drugs
- Use of a mobile, camera phone or camera that causes hurt, upset or is unacceptable
- Possession of a 'weapon'
- Sexual harassment
- Inappropriate use of ICT or the Internet
- Incitement to racism, religious hatred
- Homophobic behaviour
- Poor conduct on school transport

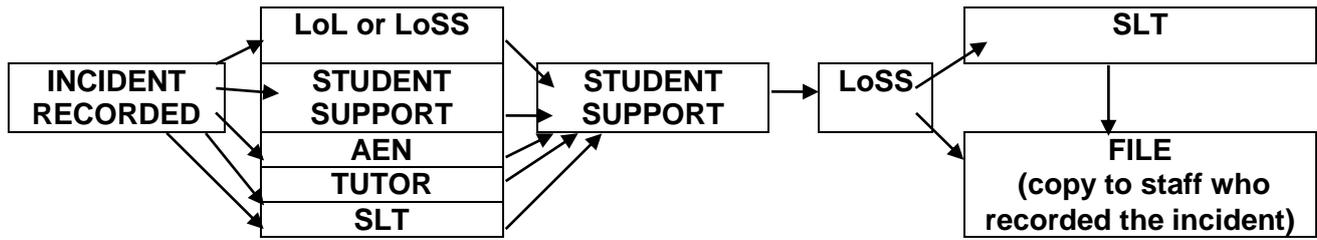


These behaviours will be dealt with in the following ways:-

- Contact with parents
- On report to HOY
- On report to behaviour support
- On report to SLT
- Detention (s)
- Internal exclusions
- Fixed term exclusions
- Permanent exclusions
- Removal from the school ICT network for a fixed period
- Removal from school transport for a fixed period
- Police involvement

....so now you know

BEHAVIOUR REPORT FORM



STUDENT NAME:		FORM:	
DATE:		TIME:	
STAFF NAME:			

DETAILS OF IDENTIFIED BEHAVIOUR

Disruptive behaviour		Out of bounds/off site	
Verbally abusive		On-going low level disruption	
Physically abusive		Lack of work	
Smoking		Lack of participation	
Truancy		No homework	
Theft		No planner or spoilt with graffiti	
Vandalism		Underachieving	
Defiance		Lack of equipment	
Punctuality		Other – please detail below	

Details:

REPORT CARD

Name:

Form:

Day/date:

T
A
R
G
E
T
S

A.
B.
C.

	Subject		Not Acceptable	Acceptable	Good	Excellent	Comment	Homework	Staff initial
1		A							
		B							
		C							
2		A							
		B							
		C							
3		A							
		B							
		C							
4		A							
		B							
		C							
Registration		A							
		B							
		C							
5		A							
		B							
		C							

Parent comment and signature.....

Rewards

- * At Kingsmead School we expect you to achieve the very best.
- * We want to encourage you by giving rewards.

Stamps on the gold pages in this planner will be given by staff to show recognition of the following.

ACHIEVEMENT

- * Outstanding work in a lesson
- * Homework completed above and beyond the expected level.
- * Using initiative to complete independent work.

DETERMINATION/ ASPIRATION

- * Trying your hardest to overcome a challenge
- * Excellent contribution in class.
- * Working well with others

CARE/ RESPECT

- * Sharing knowledge and helping others in a constructive way.
- * Good leadership.
- * Act of selflessness.
- * Playing an active role in the school.

And any other effort or achievement a member of staff wishes to reward with a stamp. These will be awarded in line with our CORE VALUES and can be used as House Points. You can only carry stamps over from one year to the next, not from two years ago.

Stamps can be exchanged for sports items, equipment for lessons such as pens and pencils, high street shopping vouchers or for a contribution to a charity.

In years 10 and 11 the Stamps can also be used as payment towards your Record of Achievement Folder and

Prom ticket. Different subject areas also give out rewards – find out what these are from your teachers.

Attendance

Success at school is closely linked to your attendance. By attending school regularly you will achieve better results. We will reward your good attendance in the following ways:

- * Platinum certificate – 100% attendance over a year.
- * Gold award – 100% attendance over a term.
- * Silver award – 94% attendance over a term.
- * Bronze award – 5% improvement in attendance from the previous term.