

	<b>POLICY TITLE:</b>	<b>Behaviour</b>
<b>Kingsmead Academy T/A Kingsmead School</b>		
<b>Committee/Person Responsible for Policy:</b>		Deputy Headteacher (Well-Being & Diversity)  Well-Being & Diversity Sub-Committee
<b>Date Approved by Governing Body:</b>		May 2020
<b>Date of Last Review:</b>		Term 5 – 2019-20
<b>Next Review Due:</b>		Term 5 – 2020-21

## **SECTION 1 - INTRODUCTION**

Kingsmead is a well ordered school where all members of the school community (staff, students, parents, carers and visitors) have a right to feel safe, be treated with care and respect and have a pleasant and calm environment in which to work and learn.

We recognise that in order to ensure this, a policy regarding behaviour and conduct needs to be transparent, understood and implemented consistently and fairly.

### a) Aims

This policy is based on the core values of Kingsmead School. We aim to ensure that the behaviour and conduct of all staff and students is firmly underpinned by care and respect for others.

It is vital that positive behaviour for learning is promoted at all times, and that when poor behaviour becomes a barrier to learning, to the well-being and safety of members of the school, or to the school environment there are:

- Consistent and fair systems in place to respond to and manage the poor behaviour
- Procedures and structures in place to support students to understand and modify patterns of behaviour

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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.

This policy is also underpinned by a firm belief in the importance of building positive relationships at all levels of the school. Research consistently shows that positive relationships, trust and fairness contribute more to developing positive learning behaviors than punitive or draconian behavior management systems.

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 behaviour that undermines **aspiration** in a fair and consistent way.

## **SECTION 2 – LINKS TO OTHER POLICIES**

This policy operates in conjunction with the following policies:

- Anti-Bullying
- Attendance
- Complaints
- Drugs and Substance Abuse
- Exclusions
- Equality
- Health and Safety
- ICT and Online Safety
- Looked After Children
- Rewards
- Safeguarding and Child Protection
- SEND
- Staff and Volunteer Acceptable Use for ICT & Online Safety
- Student and Parent/ Carer Acceptable Use for ICT & Online Safety
- Teaching and Learning
- Staff Code of Conduct

## **SECTION 3 - BEHAVIOUR FOR LEARNING**

### **a) Promoting Positive Behaviour for Learning**

At Kingsmead School, all students have the **right** to learn in a calm, purposeful and well-ordered environment.

In order to achieve this, teachers and other staff have a professional **responsibility** to plan and support learning that is enjoyable, engages students and helps them make progress.

Equally, students have a **responsibility** to approach learning with a positive attitude, showing **care and respect** for others.

The above can only be achieved with simple, clear expectations and **rules**.

**It is expected that all students:**

- Treat all members of the school community with **care** and **respect**.
- Treat the school environment with care – always pay attention to the well-being and safety of others.
- Arrive promptly to lessons ready to learn.
- Bring the correct equipment/ books to every lesson.
- Be ready to learn in a range of groups/ seating plans as requested by your teachers.
- Approach all learning positively, and work to the very best of your ability.
- Follow reasonable instructions without argument.
- Respect the views and opinions of other students.
- Try your hardest to complete all Home Learning to the best of your ability.

These rules are regularly discussed in Tutor times, referred to in lessons – and displayed in every classroom and learning area (Appendix 1).

**b) Classroom Management**

Teaching and support staff should always do everything they can to promote positive behaviours for learning. Strategies should always include:

- Planning for positive behaviour by producing stimulating and appropriately varied and differentiated learning
- Creating positive relationships based on mutual respect and trust
- Maintaining a stimulating learning environment
- Encouraging self-discipline and using praise and rewards to support positive behaviours for learning
- Modelling the positive behaviours they wish to support
- Separating the poor behaviour from the child/ young person
- Using Seating Plans as appropriate
- Using the positive language of choice when managing 'low level' poor behaviour (*'I have asked you all to read this quietly, if you are choosing not to do this, you are choosing to stay back at break – back on task please – thanks.'*) (Appendix 2 outlines further examples of these preferred responses.)

### c) What Happens If? – Levels 1-3 – ‘Low level’ poor behaviour.

Poor behaviour in the classroom is normally managed by the teaching staff. (Appendix 3) outlines the responses to poor behaviour that might occur within the classroom or Learning Team (Levels 1-3). It is unlikely that Heads of Year or members of the SLT would be involved in managing or responding to these behaviours – but would routinely support staff in their implementation.

Behaviour report forms would also not need to be completed as staff would record incidents and outcomes on SIMS.

Central to the management of poor behaviour at levels 1-3, is the firm belief that teachers are best placed to resolve these poor behaviours face to face with students in a positive and constructive way. This will develop the positive relationships with the student – and reduce the likelihood of repeated poor behaviour.

Poor behaviour can usually be managed **before reaching a level 1**, by positive strategies such as:

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

However, if repeated poor behaviour occurs (Level 1), staff will speak with the student individually at an appropriate time (This may be during a ‘break’ in the lesson – or at the end), outline their concerns and ensure the student understands how to change and modify their poor behaviour (E.g. sit away from x, move to the front of the classroom etc.) The incident and outcome will be recorded on SIMS by the member of staff.

If repeated poor behaviour has a negative impact on learning (Level 2), the member of staff will arrange a separate time (break or lunchtime detention – usually no more than 15 minutes) to discuss their concerns more fully. Students will be required to attend the short detention and reflect on their poor behaviour in discussion with the member of staff. The incident and outcome will be recorded on SIMS by the member of staff. Parents/ carers might also be contacted at this stage.

If continuing poor behaviour remains a concern, the member of staff will refer the student to the Head of Department who will make contact with the parents/ carers of the student and may also issue a departmental detention (No more than 30 Minutes). They might also put the student on a departmental report to monitor their behaviour and support a change in behaviour. The incident and outcome(s) will be recorded on SIMS by the member of staff. Tutors will regularly monitor the level 1-3 incidents for students in their tutor groups and intervene with appropriate support and guidance.

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#### **d) What Happens If? – Level 4-7 – Managing more serious concerns**

We expect all students to behave well at all times, but if there are more serious concerns about incidents of unacceptable, disruptive behaviours – or patterns of poor behaviour, these behaviours will need to be managed and sanctioned at levels 4-7.

(Appendix 4) outlines the key areas/ possible sanctions within levels 4-7.

If the poor behaviour of a student is a concern by more than one Learning Team, it is likely that the student will be put on a Tutor or Head of Year Report (Level 4).

If a student's poor behaviour in a lesson causes serious disruption (defiance/ aggression etc) the student will be removed from the lesson by a member of the SLT, a behaviour report form (See Appendix 5) will be completed by the member of staff, appropriate further statements may need to be taken by the Behaviour Support Coordinator, and appropriate action will be taken at levels 4-7 by the Head of Year or the member of SLT (Depending on the seriousness of the incident).

Other incidents relating to persistent behaviour concerns or serious incidents outside of lessons (Including travelling on school transport) will be sanctioned with reference to the following guidelines:

#### **LEVEL 4**

Students on Tutor/ Head of Year Reports in relation to behaviour in lessons.

Students issued a Head of Year Detention for: Smoking/ vaping, being out of bounds, play fighting, swearing, unpleasant behaviour towards other students.

Students issued a departmental detention for unacceptable behaviour in a lesson, truancy.

#### **LEVEL 5**

Students given a Head of Lower/Upper School detention for repeated L4 incident (in or out of lessons.)

Students on Head of Lower/Upper School reports in relation to behaviour in lessons.

Students issued an internal exclusion for: Rudeness/ defiance, fighting, bullying, persistent disruptive behaviour.

## **LEVEL 6**

Students on Assistant/ Deputy Headteacher reports in relation to extreme or repeated poor behaviour in lessons.

Students issued fixed term exclusions for: Swearing at a member of staff, theft/ vandalism, persistent bullying, physical assault, identity based abuse, carrying items likely to harm others or being in possession of alcohol or illegal drugs.

## **LEVEL 7**

Students at risk of permanent exclusion for persistent poor or anti-social behaviour – The school will work in partnership to explore alternative support/ educational provision.

Students permanently excluded as a last resort for: Persistent disruptive behaviour, violent behaviour, bringing/ using/ supplying illegal substances or weapons onto the school premises.

### **e) Whole School Reports**

Whole school reports (See Appendix 6) are designed to encourage and monitor patterns of good behaviour by a student across the whole school, over a period of three weeks.

A student will initially be placed on a Tutor or Head of Year report if there are concerns about their poor behaviour by more than one department.

The student will need to report to the Tutor/ HOY on a daily basis (usually in the morning) to pick up their report and hand in the report from the previous day. Students are responsible for handing in their report to their teacher at the start of every lesson. Parents/ carers are required to read and sign the report daily. Most reports will have three targets that are phrased to positively reflect/ notice good behaviour for learning.

If the report indicates positive change at Tutor or HOY level, then the student will no longer need to be on report. The reports will be collated and filed. If poor behaviour does not improve, the student is likely to move up to a Head of Lower/Upper School report (Level 5) or a Deputy Headteacher report (Level 6).

### **f) Head of Lower/Upper School Detentions**

These detentions take place weekly on a set weekday lunchtime between 1.30 and 2.15.

Students can be placed in these detentions for a variety of reasons – but they will usually be at Level 4.

These detentions can only be issued by the relevant HOY or Head of Lower/Upper School. A behaviour report form (See Appendix 5) will always be completed if a Head of Lower/Upper School detention is issued.

Parents/ carers will be informed by letter about the detention date, and reason for the detention.

The detention will be led by the relevant Head of Lower/Upper School:

- Head of Lower School – Mr Porter
- Head of Upper School – Mrs Cox

The purpose of these detentions will be to fully discuss concerns with students about their behaviour and agree a course of further action.

The Behaviour Support Coordinator (Mrs Perry), will work specifically with students in these detentions as requested by Heads of Lower/Upper School.

### **g) Internal Exclusions**

Students may be given an internal exclusion as a sanction for behaviour usually at a level 5 – which is cause for considerable concern.

Parents/ carers will always be informed by telephone by the HOY about an internal exclusion – and also in writing.

Internal Exclusions can only be issued by the HOY in consultation with a member of the SLT, or directly by a member of the SLT.

Internal Exclusions are led by the Behaviour Support Coordinator and supported by the HOY. Students are required to work in isolation in the behaviour support area for a full day. Work will be provided by subject teachers for the student to complete. Students will be allowed supervised breaks at the normal times.

An important function of the internal exclusion is to enable the student to properly reflect on the reason their poor behaviour has led to the internal exclusion. This reflection will be managed by the Behaviour Support Coordinator in liaison with the HOY.

### **h) Fixed Term Exclusions**

Students will be given a fixed term exclusion (FTE) as a sanction for very serious poor behaviour - usually at a level 6.

Fixed term exclusions can only be issued by a member of the SLT – and they will, whenever possible fully consult with the Headteacher before a decision regarding a fixed term exclusion is made.

Incidents that lead to fixed term exclusions are always investigated thoroughly, so a final decision regarding an exclusion may take more than a day to resolve. However, Parents will always be contacted by phone by a member of the SLT if a student is at risk of receiving a fixed term exclusion and then when the final decision has been made.

Fixed term exclusions are usually issued for between one and five school days, but in exceptional circumstances can be for a longer period.

A formal letter will be sent to the parent/ guardian on the day of the exclusion outlining the reason for the exclusion and the legal status of the exclusion/ complaints procedure.

Our aim is to minimise levels of fixed term exclusions, and they will only be used as a last resort.

Every fixed term exclusion will be followed by a re-admittance meeting involving the Headteacher or a member of the SLT, The HOY, parent/ carer and student where the student must agree to the terms of re-admittance.

A copy of every exclusion letter is sent to the Chair of Governors and the letters indicate that;

- The Chair of Governors has been informed of the exclusion
- The parent/ carer 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.

Comprehensive details relating to fixed term exclusions can be found in the exclusions policy.

### **i) Managed Transfers**

Occasionally, all attempts to manage and support the appropriate behaviour of a student break down. In such incidences, a 'managed transfer' between Kingsmead and another local school can be explored. This would give the student an opportunity for a 'fresh start' – but is subject to a local protocol between schools and would need to be carefully considered by Kingsmead staff, the parents/ carers and any potential new school. Local protocols ensure that any managed transfer is initially on a trial basis.

### **j) Permanent Exclusions**

A decision to exclude a student permanently will usually be the final step in a graduated process for managing serious concerns regarding behavior as detailed elsewhere in this document.

In exceptional circumstances permanent exclusions may be issued as a result of a very serious single incident. Any decision to permanently exclude a student will be rooted in this policy and relate directly to the 'What happens If?' section.

Kingsmead has a commitment to avoid permanent exclusion and works with a range of other agencies to explore alternative solutions to permanent exclusion wherever possible.

We recognise that a child or young persons 'home school' is almost always the best place for them, but will have to sometimes concede that alternative provision – including via the route of a permanent exclusion, might be the best solution for the young person, their family/ carers and the rest of the school community.

Parents and carers will always be fully informed if a young person is at risk of permanent exclusion. Any attempts to seek out alternative support and provision for the young person will always be done with the agreement and cooperation of the parents/ carers.

Comprehensive details relating to Permanent exclusions can be found in the exclusions policy.

### **k) Involvement of The Police.**

In any incident where it is considered a criminal offence has taken place, The Headteacher will consider whether to inform the Police and /or other agencies. Kingsmead will always work in partnership with parents/ carers of all students affected in such circumstances.

These offences might include bullying (which includes racist or homophobic bullying), assault, or possession and / or use/ supply of an illegal drug on the school premises.

## **SECTION 4 – KEY ROLES**

The following section outlines the key roles that impact on positive Behaviour for Learning and supporting students whose behavior is a barrier for learning:

### **a) Classroom Teachers**

Classroom teachers are at the heart of forging positive relationships with students so that good attitudes to learning and behavior can be fostered. Classroom teachers will plan learning that is enjoyable and engages students and will also be mindful of the many ways to support excellent behavior for learning.

Classroom teachers will manage behaviour at levels 1-3 – ensuring that all low level behaviour is challenged and that support is sought when behaviour appears to move beyond a level 4.

### **b) Form Tutors**

Form tutors play a vital role in acting as an advocate for all their tutees to ensure they understand fully what good behaviour for learning is, and what care and respect means around the school community.

They provide ongoing support/ mentoring for their tutees to ensure that they behave appropriately and achieve their very best.

Tutors will regularly monitor the behavior of their tutees and offer appropriate guidance and support.

### **c) Heads of Department (HOD's)**

Heads of Department are responsible for intervening when the behaviour of a student within their Department becomes a persistent concern.

They will coordinate responses at Level 3, which may include Department reports. They will also issue appropriate level 4 sanctions (departmental detentions for example) after receiving incident reports from their team.

### **d) Heads of Year (HOY)**

Heads of Year monitor and support positive behaviour for learning within their year group. They will intervene at levels 3+ - 5 and ensure that any behavior is managed appropriately within these levels.

They are also responsible for ensuring other support systems (student support plans etc) are actioned where appropriate, and ensuring professional liaison with the Support Staff, Head of Lower/Upper School and other members of the SLT are actioned quickly and professionally to resolve behavioural issues.

An ethos of positive behaviour and rewarding/ celebrating achievement will be fostered in relevant Year Assemblies.

They are responsible for ensuring that strong support and guidance is given to students whose behavior is causing concern at level 4 or 5.

### **e) Heads of Lower/Upper School.**

Heads of Lower/Upper School are responsible for establishing an ethos of positive behaviour within their school phase. They will meet regularly with tutors and HOY's to discuss concerns and action any appropriate support/ sanction in relation to concerns.

They are responsible for ensuring Head or Lower/Upper school detentions operate effectively, and that strong support and guidance is given to students whose behaviour is causing concern at level 5 or 6.

An ethos of positive behaviour and rewarding/ celebrating achievement will be fostered in relevant Lower/Upper school assemblies.

### **f) Deputy Headteacher (Well-Being & Diversity)**

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The Deputy Headteacher (Well-Being & Diversity) is responsible for the strategic management of all behaviour and rewards policies. They are responsible for ensuring that strong support or guidance is given to students whose behaviour is causing concern repeatedly at level 6 or at level 7.

The Deputy Headteacher (Well-Being & Diversity) will liaise with all external agencies and partners to ensure that the best support for students is available if a student is at risk of exclusion. They are also responsible for organising alternative educational provision either temporarily or as part of a long-term package.

#### **g) Student Welfare Coordinator(s)**

The Student Welfare Coordinators will work with students who have identified themselves, or have been referred to them, whose behaviour is affected by a range of emerging social, emotional or mental health issues.

They may meet with a student to support them or be available when a student uses an exit card (When officially sanctioned by the relevant HOY).

The Welfare Coordinators will liaise with a range of outside agencies to support students whose behaviour and attitude to learning is affected by emerging social, emotional or mental health issues.

#### **h) Behaviour Support Coordinator**

The Behaviour Support Coordinator is responsible for administering the arrangements for Heads of Lower/Upper school Detentions and internal exclusions.

They also lead the internal exclusion sessions, supporting students to reflect on their behaviour.

They also work closely with HOY's and Heads of Lower/Upper school to support students in a more proactive way to reflect on behaviours that are of concern. This might include individual or group programs of support that enable student to discuss and reflect on positive ways to change their behaviour.

#### **i) Leader of Inclusion/ AEN Department**

The AEN Department work closely with a range of students, some of whom have specifically identified social, emotional and mental health (SEMH) needs.

Depending on their needs, these students may be supported by a key worker both in class and through a series of individual or group interventions.

The relevant team leader/ key worker will liaise closely with other key professionals (HOY, Student Welfare Coordinators, Behaviour Support Coordinator) to ensure appropriate support is given to the student.

## **SECTION 5 - OTHER SCHOOL STRATEGIES EMPLOYED TO SUPPORT POSITIVE BEHAVIOUR**

At Kingsmead, we aim to provide a fully supportive system to challenge and support students whose behavior is a barrier to their learning or the learning of others.

Some of the key strategies employed are:

- a) **Close contact between home and school** – where appropriate, parents are contacted via telephone calls, letters or meetings regarding both positive and negative behaviour.
- b) **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.
- c) **One to one mentoring** – those students identified as having Social, Emotional or Mental Health (SEMH) related 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.
- d) **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/ Behaviour Support/ Student Welfare 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 support staff at set times in full consultation with staff affected.
- e) **Restorative Justice** – When there are incidents between students, members of staff will always endeavor to resolve using a 'restorative' model. We would always aim to give students an opportunity to explain what events occurred, and how they felt about them – and professionally manage a resolution of any ongoing conflict.
- f) **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 HOY and/or Behaviour Support Coordinator/ Student Welfare Coordinators/ AEN staff.
- g) **Removal from Department 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.

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- h) **Behaviour contracts** – these can be drawn up by the class teacher, tutor, key worker, HOY or Behaviour Support Coordinator and 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.
- i) **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.
- j) **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 HOY, and with some students, the Head of Lower/Upper School. They are aimed at the following students:
- Those that do not respond to the school’s behavioural policies and practices.
  - Those whose behaviour is deteriorating rapidly.
  - Those who may have had several fixed term exclusions.
  - Those who are ‘vulnerable’ but not at risk of exclusion.

SSP meetings adopt a solution focused 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. (See Appendix 7). 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.

- k) **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 Taunton Deane Partnership College, Adolescent Support, CAMHS, PFSA’s and CSC and they will always be invited to SSP’s when involved directly with a student whose behaviour is of concern.
- l) **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 HOY and may also be an outcome of SSP’s and will be in consultation with the SLT lead and Head of Applied Learning.

## **SECTION 7 – APPENDICES**

1. Promoting Positive Behaviour for Learning Poster
2. Teacher Preferred Responses
3. What happens If? – Poster levels 1-3
4. What happened if? – Poster levels 4-7
5. Behaviour report Form

6. Whole School Report Form
7. Blank SSP (Student Support Plan)



## PROMOTING POSITIVE BEHAVIOUR FOR LEARNING

At Kingsmead School, all staff and students have the **right** to work and learn in a calm, purposeful and well-ordered environment.

In order to achieve this, teachers and other staff have a professional **responsibility** to plan and support learning that is enjoyable, engages students and helps them make progress.

Equally, students have a **responsibility** to approach learning with a positive attitude, showing **care** and **respect** for others.

The above can only be achieved with simple, clear expectations and **rules**.

### It is expected that all students:

- Treat all members of the school community with **care** and **respect**.
- Treat the school environment with care – always pay attention to the well-being and safety of others.
- Arrive promptly to lessons ready to learn.
- Bring the correct equipment/ books to every lesson.
- Keep mobile devices turned off and in bags, unless directed by a member of staff.
- Be ready to learn in a range of groups/ seating plans as requested by your teachers.
- Approach all learning positively, and work to the very best of your ability.
- Follow reasonable instructions without argument.
- Respect the views and opinions of other students.
- Try your hardest to complete all Home Learning to the best of your ability.

### Teacher Response Styles

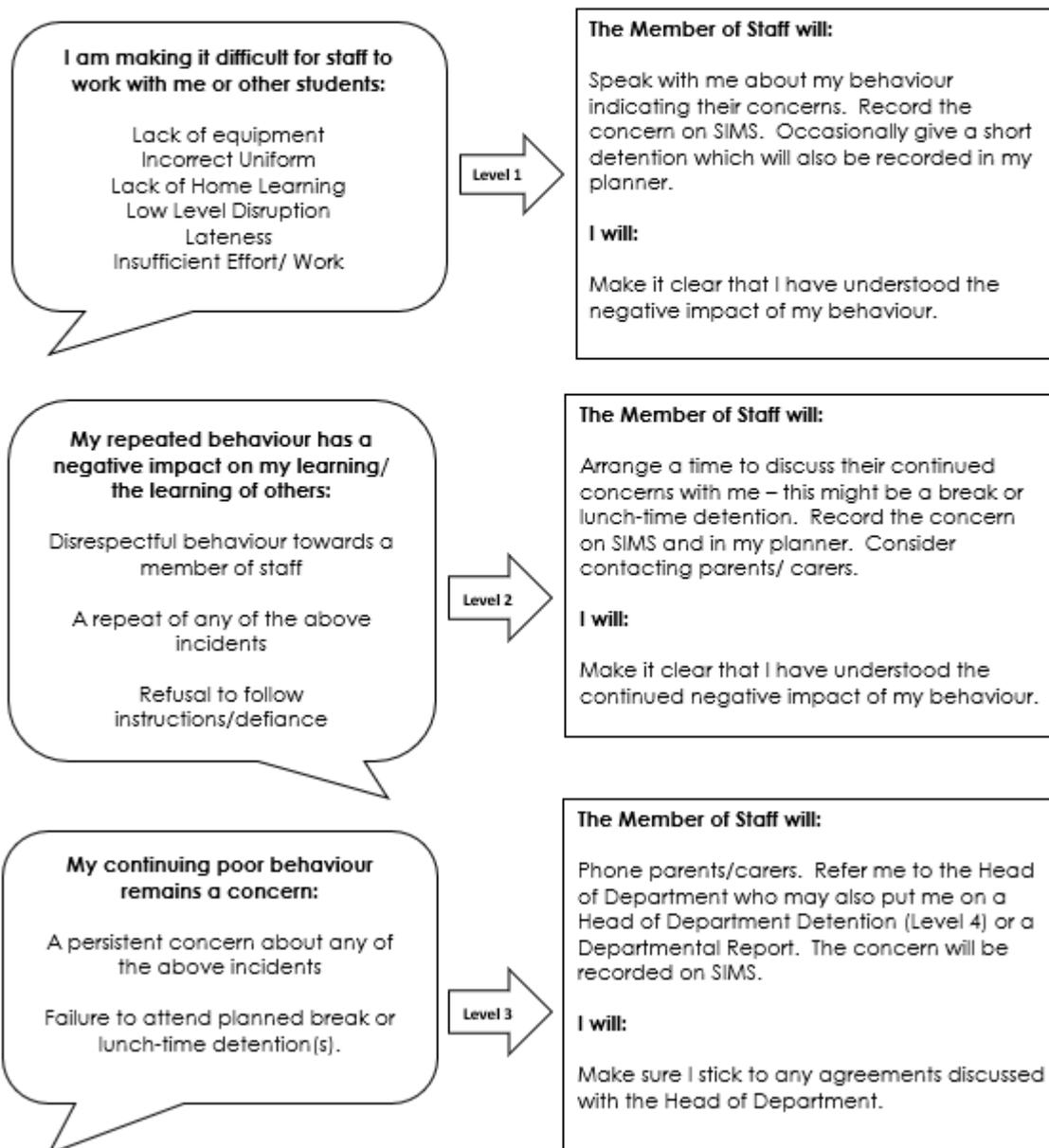
An important aspect of managing behaviour is understanding what the different teacher responses styles are and the effects they have on students. These can be described as being either 'reactive' or 'proactive'.

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



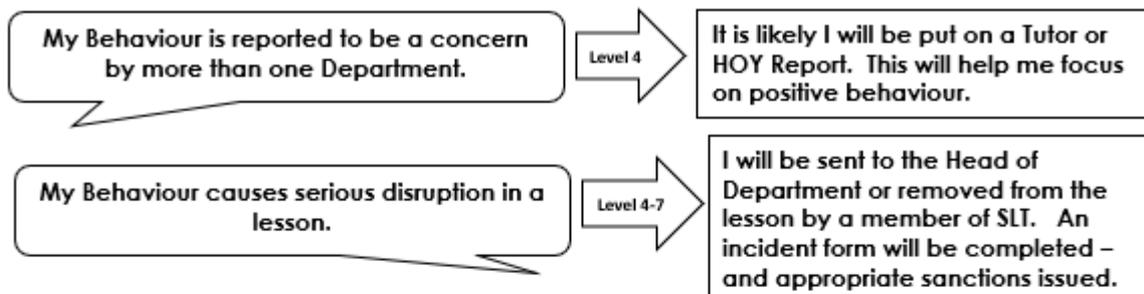
PROMOTING POSITIVE BEHAVIOUR FOR LEARNING

## What Happens If...



## Appendix 4

## What Happens If....



We always expect all students to behave with care and respect around school. However, if incidents do occur, they will be sanctioned with reference to the following guidelines:

### LEVEL 4

Students on Tutor/ HOY Reports in relation to behaviour in lessons.

Students issued a HOY Detention for: Smoking/ vaping, being out of bounds, play fighting, swearing, unpleasant behaviour towards other students.

Students issued a HOD Detention for unacceptable behaviour in a lesson, truancy.

### LEVEL 5

Students given a Lower/Upper School Detention for repeated L4 incidents (in or out of lessons.)

Students on Head of Upper/ Lower School Report in relation to behaviour in lessons.

Students issued an Internal Exclusion for: Rudeness/ defiance, fighting, bullying, repeated disruptive behaviour.

### LEVEL 6

Students on Deputy Headteacher Reports in relation to extreme or repeated poor behaviour in lessons.

Students issued Fixed Term Exclusions for: Swearing at a member of staff, theft/ vandalism, persistent bullying, physical assault, identity-based abuse, carrying items likely to harm others or being in possession of alcohol or illegal drugs.

### LEVEL 7

Students at risk of Permanent Exclusion for persistent poor or anti-social behaviour – The school will work in partnership to explore alternative support/educational provision.

Students Permanently Excluded as a last resort for: Persistent disruptive behaviour, persistent violent behaviour, bringing/ using / supplying illegal substances or weapons onto the school premises.



## DEPUTY HEADTEACHER REPORT CARD

Name \_\_\_\_\_ Tutor Group \_\_\_\_\_ Day/Date \_\_\_\_\_

Targets	
1	
2	
3	

Subject	Great progress – Well Done	Good Signs – Keep it Up	Reasonable progress – Room for improvement	Unacceptable Today	Comment	Home Learning	Staff initial
Lesson 1							
Lesson 2							
Lesson 3							
Lesson 4							
Registration							
Lesson 5							
Parent/ Carer Comment						Parent/Carer Signature	



## Student Support Plan Review 2019-20

Student Name: SEN Status:  
 D.O.B. Attendance:  
 Tutor Group: Behaviour Status:  
 Lead Staff: Other Agencies:

If Applicable:

Standard Tests Reading Age Spelling Age Comprehension Age

CATS Tests Verbal Non-Verbal Quantitative Spatial

### Main Barriers to Learning

Date of Previous Meeting: Date of Current Review:  
 Present:

### Review of Previously Agreed Actions

Who	Actions	Achieved/ Working Towards	Comments
<b>Student Will:</b>			
<b>Parent/ Carer Will:</b>			
<b>In Class Teachers Will:</b>			

<b>Other Kingsmead Staff Will:</b>			

**Successes Since Last Review**

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**Concerns Raised Since Last Review**

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**Views of Parent(s)/ Carer(s)**

--

**Views of Student**

--

**Expected Outcomes**

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<b>Who</b>	<b>Newly Agreed Actions</b>
<b>Student Will</b>	
<b><u>Parent/ Carer Will:</u></b>	
<b>In Class Teachers Will:</b>	

<b>Other Kingsmead Staff Will:</b>	

Date of next SSP Review:

*PLEASE PRINT THE NEXT BOX ON A NEW A4 PAGE:*



<b>Key Teacher Actions Following SSP for Student:</b>	
<b>Date:</b>	
Details of the full Student Support Plan can be found on the SIMS profile for the student under 'LINKED DOCUMENTS'.	

