

Kingsthorpe Community College

Promoting Good Behaviour Policy

Policy Number 1 : 10 a

Date of Adoption: 8th June 2006

Frequency of Review: Annually

Review Date due: June 2007

File Name: Promoting Good Behaviour Policy – FINAL DOCUMENT – June 2006

CONTENTS

Rationale

Aims

- 1) Expectations
- 2) Code of Conduct
- 3) Home / College Learning Agreement
- 4) The Planner and the Stamp System
- 5) Rewards and Consequences (Positive Behaviour System)
 - Rewards
 - Consequences
- 6) Exclusion

Anti Bullying

Monitoring and Evaluation

RATIONALE

- Our Behaviour Policy is based on the belief that:
- effective learning takes place in a calm and safe environment with every student feeling valued and supported
- students respond in a positive way when they know what is expected of them and when they are treated in a fair way
- the policy consists of three elements
 1. Code of Conduct
 2. Home / College Learning Agreement
 3. Rewards and Consequences System

AIMS OF THE POLICY

- The purpose of this policy is to:
- provide a secure and stimulating learning environment where everyone will be inspired to do their best.
- promote and develop confidence, responsibility, social awareness, self esteem and self discipline
- provide effective procedures for promoting effort, achievement and positive behaviour
- prepare students for life as independent adults with a clear sense of their responsibilities towards their communities and society in general
- establish a secure environment in which all students can be free from bullying and intimidation
- establish an environment where all individuals are valued regardless of race, gender, class and ability

1) EXPECTATIONS FOR AN EFFECTIVE LEARNING ENVIRONMENT

Kingsthorpe Community College strives for excellence for all of its students. In order to attain the most effective learning environment, teachers need to demand consistently high standards of behaviour both in and out of the classroom. Emphasis should be placed on achieving a calm, orderly, positive atmosphere in which enthusiasm and motivation for learning can be generated and fostered. The pervading expectation by the teacher should be that a positive effort will be made by students to understand the work in hand and the good progress to be made.

Before the lesson

- An orderly start to a lesson includes the way that students come into the classroom
- Students should line up outside the classroom as directed by the teacher. (If this is impractical in your part of the College, a suitable alternative should become the routine)
- Students should enter quietly, in an orderly fashion, and sit down when told to

The start of the lesson

- The lesson should start smoothly and promptly and encourage a positive attitude to learning
- There should be a clear, business-like beginning to each lesson, with the date written on the board and the topic if relevant.
- Teachers should take the register, noting absences
- Teachers should ensure that all students are paying attention
- There should be a clear, precise introduction to the day's topic, unless initial uncertainty is being used deliberately.
- It is important that teachers should remind students frequently of the learning objectives for the unit of work on which they are currently engaged.
- Clear guidance and directions should be given concerning what is expected of students during the day's class or activity.
- A regular 'routine' should be established so that it is clear to students what is expected from them (the giving out books; how to obtain attention from the teacher; what to do when they have finished a task, etc).
- Emphasis should be placed on relevant 'starter' activities.
- Teachers should operate a seating plan based on their knowledge of student behaviour.

During the lesson

- Teachers should reinforce details of what they are teaching by using the board (by noting vocabulary to help spelling and increase familiarity with specialist language, to put headings etc.)
- Teachers should make demands on students to speak clearly and audibly, especially when they are making lengthy presentations. Opportunities should be found to enable students to practice and improve their listening skills.
- Teachers must ensure that there are appropriate tasks available for students to do during any time that may arise when a student finishes a piece of work, before others finish

- The presentation of students' work should be given high priority; students should be encouraged to check their work for mistakes; they should be reminded to read texts carefully and take more responsibility for their own learning. The use of dictionaries should be actively encouraged.
- Teachers should ensure that students are engaged with the learning process. Particular consideration should be given to the pacing of the lesson.
- Teachers should look for opportunities to praise students for their work and for their positive approach to the learning process.

The plenary session

- Teachers should ensure that, by the end of the lesson, homework has been written down on the board, has been clearly understood by students and has been written down in study planners.
- The teacher should return to the objectives of the lesson and remind that students of the progress that has been made during the lesson. The teacher should also point to the next stage in the learning process.
- There should be a clear, positive ending to the lesson.
- There should be an orderly exit from the classroom.

NB Students should use the toilet at break and lunchtime and should not leave lessons unless they have a pass.

2) CODE OF CONDUCT

The College has a Code of Conduct to which students are expected to adhere. It is based upon respect and consideration for all of the people in our College.

Students should:

- Show respect for all individuals within the college community. They should respect the race, religion and culture of others and understand that everyone has an equal value and equal rights.
- Value each others opinions, speak and act courteously and treat each other as we would want to be treated.
- Respect all personal property.
- Show respect for the college working environment, both inside and outside the classroom.
- Try always to think before acting or speaking as our actions and words could affect or hurt others.
- Show respect and consideration for all adults in our College.
- Be helpful and polite to all visitors.
- Take responsibility for form rooms and dispose of litter in bins.
- Attend College in correct uniform and on time.
- Attend College with all necessary equipment for lessons.
- Support and encourage fellow students to fulfil their potential.
- Value effort and achievement in all areas of college life.

For ourselves:

We should work hard in class to get the best education possible and to make learning enjoyable for everyone.

We should take responsibility for looking after our own property and equipment.

DEMONSTRATE RESPECT AND CONSIDERATION out of College – on the bus, on the streets and on trips. The reputation of our College depends on how people see us behaving.

3) **HOME / COLLEGE LEARNING AGREEMENT**

Our Learning Agreement is based upon OUR RIGHT:

- to learn
- to respect
- to feel safe

The Learning Agreement sets out our expectations of the responsibilities of students, staff and parents.

FOR STUDENTS

Right to Learn, Right to Respect, Right to Feel Safe

I agree to:

- Follow the College Code of Conduct
- Listen to and follow instructions at all times
- Put up my hand if I have anything to say
- Concentrate on my work and allow other students to get on with theirs
- Bring my pen, books and other equipment needed for my lessons

FOR STAFF

Right to Learn, Right to Respect, Right to feel Safe

I agree to:

- Operate a seating plan
- Make every effort to start my lessons on time and to ensure that students stay in lessons except for in exceptional circumstances.
- Ensure that students are dismissed at the time of the bell and not before
- Explain / negotiate with students what I expect at the beginning of lessons e.g. seating arrangements, expectations, equipment etc.
- Insist on silence when I am speaking
- Treat everyone in the classroom with respect.

FOR PARENTS / CARERS

I / We agree to:

- Ensure good attendance and punctuality
- Ensure my child comes to school in full uniform and with the correct equipment
- Provide a suitable work area which is quiet
- Check that homework is being completed
- Check the planner every week
- Use the weekly comments section to contact staff
- In the event of absence, ring the College on the day of absence if possible and send a note with the pupil on return
- Contact school about any problems which affect learning and welfare

4) THE PLANNER AND THE STAMP SYSTEM

The College is committed to encouraging and rewarding positive behaviour. To this end it employs a Positive Behaviour System (the Stamp System). This recognises and rewards positive behaviour, lesson by lesson, and leads to opportunities for extrinsic rewards and recognition in the longer term.

In order to discourage poor behaviour the College employs a progressive system of consequences and sanctions. Nothing must obstruct a teacher's right to teach and a student's right to learn.

AIMS

- To improve consistency in approach to managing student behaviour across the College, on both sites.
- To increase rewards for all.
- To create clear levels within sanctions.
- To monitor attendance – particularly in class attendance.
- To improve communication within College / between staff.
- To increase tutor involvement in monitoring behaviour.
- To empower staff to be able to deal with behaviour issues.
- To encourage a sense of achievement and boost self-esteem.

The essence of a good behaviour management system is clarity, consistency and fairness. It is vital that students have clear parameters for learning and behaviour; equally vital is that staff within the classroom and across the College approach student behaviour in the same way.

Consistency is the key to any successful system, therefore it is the professional duty of all staff to uphold the policy and to ensure their approach to classroom and behaviour management complies with the new stamp system.

STUDENT PLANNERS

The student planner is the backbone of the Positive Behaviour Management system.

It is expected that students will:

- bring their planner to College every day
- present it to staff at the beginning every lesson
- look after the planner, keeping it clean of graffiti and unnecessary doodling or decoration
- show the planner to any member of staff on request
- pay for a replacement if the planner is lost or damaged
- use the planner as a communication tool between home and College
- record all stamps / commendations / attendances / targets as appropriate.

It is expected that staff will:

- ensure that all planners are stamped or levels recorded each lesson
- encourage students in the correct use of planners
- apply appropriate sanctions to students who misuse, or fail to present planners
- assist students in the counting of stamps and certify that the required number for any reward has been obtained
- use the planner as a communication tool between home and College

It is expected that parents / guardians will:

- encourage students in the correct use of planners
- check the planners regularly (weekly)
- use the planners to check that homework is being set / recorded / completed
- use the planner as a communication tool between home and College

5) **REWARDS AND CONSEQUENCES**

A. **REWARDS**

There are three distinct ways to reward students:

Lesson / Tutor stamps
Commendations
Attendance certificates / rewards

The **LESSON STAMP** provides the opportunity for all students to be rewarded for:

- good attendance
- being punctual
- being smartly presented
- being prepared and equipped for lessons
- demonstrating good behaviour during lessons / registrations
- completing an appropriate amount of work
- completing homework

The ‘instant’ reward at the end of each lesson is the KCC reward stamp. Students do not have an automatic right to a stamp. The stamp has to be earned by complying with the expectations listed above. Once earned, this ‘intrinsic’ reward provides students,

teachers and parents with an immediate overview of a student's progress as well as an ongoing record.

As stamps are accumulated they may be traded for a range of tangible 'extrinsic' rewards, a list of which will be published at the start of each academic year.

The number of stamps a student has gained will be counted and recorded termly. Students will be given the opportunity to trade stamps termly for smaller rewards or to 'bank' stamps for a higher value reward at the end of the year. A sliding scale of rewards will be offered at different levels to encourage short-term as well as long-term gratification.

Tutor Stamps

Tutor stamps will be used during registration or tutor periods in a similar way to lesson stamps. The tutor boxes in the planner will be stamped unless students:

- are late
- are not wearing the correct College uniform
- behave in an inappropriate way
- are absent
- present a planner which has not been signed by their parents / guardians

Commendations

In addition to lesson stamps, students can earn **COMMENDATION** stamps. These are recorded by teaching staff in the appropriate pages of the planner and may be given for:

- exceptional work
- a period (3 lessons) of consistent improvement
- a period (3 lessons) of consistent excellence
- extra-curricular or community participation
- use of initiative in helping and supporting other students and / or staff

Once students have been awarded 10 commendation stamps in any one faculty (or by the Pastoral Team) they will be presented with a commendation certificate. This should be kept with other awards and certificates in the student's progress file.

The 20th commendation stamp awarded by a Faculty in any one year will lead to the presentation of a 'diamond' commendation certificate.

Certificates may be presented personally to individual students by faculty Directors or as part of a termly achievement assembly.

NB. Commendation stamps bring their own rewards and are **NOT INCLUDED IN THE ACCUMULATION OF STAMPS FOR OTHER REWARDS.**

B. CONSEQUENCES

The 'stamp system' supports teaching and learning by combining the rights of teachers to teach and the rights of learners to learn. It is intended to be a positive system but

students will be made aware that poor behaviour will not be accepted and that clear procedures will be followed for those students who fall short of expectations.

Students earn the right to be awarded a stamp at the end of each lesson by complying with the Code of Conduct. Each box for each lesson **MUST** be filled in by the teacher with a stamp or level.

- When a stamp is not achieved a **Level 1** is recorded and written on the planner by the teacher.
- If a student continues to misbehave and fails to conform to expectations after a warning he / she is given a Level 2. The student will be required to change seats or leave the room for a period of time.
Level 2 will be written in the planner.
- Further misbehaviour from the student will result in a **Level 3** and a fifteen minute detention with the teacher at a time suitable to the teacher.
Level 3 will be written in the planner.
- If poor behaviour continues, a **Level 4** will be given. This means a 30 minute Faculty led detention after College. Letters will be sent home from the Faculty with copies to the Tutor and Director of Year.
Level 4 will be written in the student planner.
- If a student incurs 2 Faculty Detentions, a **Level 5** will be given. This means that the students will not be able to attend lessons in the Faculty for the next three lessons. Students on the Boughton Green Road site will be expected to work in the 6th form or in another appropriate room. Students at the Welford site will be accommodated by senior staff in their lessons. Work will be set by Faculties for students on Level 5.
Level 5 will be written in the student planner.
- Faculty Directors will keep a record of students on **Levels 4 and 5** and copies of detention letters will be sent to Faculty Directors for their records.
- Students will be placed on a Faculty report on return to lessons following a **Level 5**.
- If a major incident occurs a student will be placed automatically on a **Level 6** – e.g. for continued disruption (stages 1-4). The student will spend one full day in the ‘Isolation Unit’ and have a senior staff detention of one hour which will take place on a set day every week.
- ‘Isolation Unit’ staff will telephone parents and send detention letters home. Copies will be sent to the Director of Year, Faculty Director and Tutor. Information about students on **Level 6** or above will be kept on file.
- If a student reaches Level 6 twice, the ‘Isolation Unit’ staff and the Director of Student Support will inform the Director of Year. Parents will be contacted by the Director of Year and a **Level 7** behaviour contract will be drawn up (pro forma provided). Targets will be included in the student planner for 4 weeks.
- Levels of support above Level 7 include:
 - meeting with parents, Director of Year, Learning Support Co-ordinator, IEP with copies sent to Tutor and year team
 - possible referral to the LSU, behaviour management sessions, mentoring
 - targets set for 4 weeks

If targets are not met:

- meetings between Vice Principals, parents and year teams
- possible referral to LSU

If targets are not met or if sent to the Isolation Unit:

- meeting with Principal
- possible referral to the LSU

If targets are not met immediately:

- fixed term exclusion
- Governors' disciplinary meeting
- alternative programme of education e.g. work-based learning

- Other issues:

Alert slips will be issued to duty staff, administration staff, LSAs etc. These can be used to notify tutors of poor behaviour. Tutor stamps will then be lost.

Alert slips can also be used to reward good behaviour. Serious incidents observed during duty will be reported to the duty team leader who will then inform the year team. If a student repeatedly leaves a study planner at home and if they are on report they will automatically go to Level 6.

6) EXCLUSIONS

Exclusions are the ultimate disciplinary sanction the College can impose on a student and are taken only in relation to serious breaches of the College's disciplinary policy.

There are two types of exclusion:

Permanent Exclusion

Permanent exclusions may be considered for very serious incidents such as:

- persistent breach of the College's disciplinary policy
- persistent bullying
- assault on a member of staff
- serious assault on another student
- drug dealing
- sexual abuse
- extortion
- serious threats of violence
- continual and malicious disruptions of the learning of others

Fixed-Term Exclusion

(up to 45 days in any one year)

Fixed-term exclusions may be considered for the following offences, depending on the severity of the incident and the circumstances regarding the event

threatened assault on a member of staff / student	(1–15 days)
swearing at a member of staff	(1 day)
physical assault on another student / fighting	(1–4 days)
persistent failure to comply	(1–5 days)
bringing a weapon onto the College site	(1–15 days)
vandalism	(1–15 days and parents billed)
bullying	(1–5 days)
failure to comply following withdrawal from lessons	(1–5 days)
theft	(1–5 days)

All students will be re-entered into the College only after a meeting with CLT / Year Team and parents. In most cases a Behaviour Agreement will need to be signed and the student placed on report. Persistent problems will lead to an increase in the number of days a student is excluded for as will the severity of the offence. Any student who retaliates in a ‘fight’ can be expected to receive the same length of exclusion as the perpetrator.

Persistent breaches of uniform policy that are a deliberate challenge to the authority and regulations of the college will also be excludable.

ANTI-BULLYING

The College has an Anti-Bullying Policy which includes an Appendix section which gives practical advice and strategies for staff to use. The policy is available on request and is included in the Staff Handbook.

PHYSICAL RESTRAINT

Physical restraint will only be used when appropriate to do so. (Please see Physical Restraint Policy)

MONITORING AND EVALUATING

The Governing Body and the College Leadership Team will put systems in place to monitor and evaluate the implementation and the effectiveness of this policy.