KING JAMES'S SCHOOL, KNARESBOROUGH

POLICY STATEMENT

Behaviour & Discipline for Learning Policy

"Ready, Respectful and Engaged"

1   OVERVIEW AND AIMS

1.1   King James's School has high expectations of all students regarding their behaviour. We foster these expectations through a mutually respectful environment where we work together, are considerate of others, are always inclusive and promote our core values of Ready, Respectful and Engaged. We strive to ensure that every interaction with students is positive and in doing so model behaviour that will motivate and encourage them.

1.2   We know that excellent behaviour underpins and is a consequence of high quality teaching and learning, as such Ready Respectful and Engaged allows all students to make learning their priority and work towards personal targets in an environment that supports them.

1.3   Like any successful community King James has rules that allow it to function well and boundaries that keep its young people safe. These rules and boundaries, which are applied consistently are detailed later in this policy. It is fair to say that the vast majority of students at King James's follow the rules of the school, behave responsibly and fully understand "ready, respectful and engaged".

1.4   In any school there are students who choose not to follow the rules or who are unable to adhere to boundaries. King James's has a clear, staged process for when this happens.

1.5   As an inclusive school we recognise that students will sometimes need strategies in order to adhere to the rules. Our pastoral systems ensure that all students have access to such support.

1.6   We recognise good behaviour through our rewards system. This takes the form of eg: positive e-portal comments, postcards, stamps, praise and ongoing assessment. Those students who contribute towards our positive ethos and who demonstrate our core values will also enjoy end of year trips and activities with their peers.

1.7   Sanctions for clearly unacceptable behaviour such as bullying, violence, abuse of others and anything that undermines our values of respect are always applied consistently

1.8   Appropriate action is taken to reduce the risk of poor behaviour occurring, we have particularly utilised the "restorative conversation".

1.9   As an inclusive school we regularly take action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students. This includes making fill use of the SEND and EMS teams in school and close analysis of our vulnerable groups.

1.9   Students whose behaviour and attendance deteriorates through events such as bereavement, abuse or through divorce, separation of parents, are identified and supported through the Pastoral system and outside agencies.

1.10.1 All school staff model positive behaviour and promote it through active development of students social, emotional and behaviour skills including via the curriculum, PSHCEE programme, tutoring and in school life generally. Ready, Respectful, Engaged.

CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT, TEACHING AND LEARNING

2.1   Behaviour Management (Wave 1) is everyone's responsibility at King James's School. Staff are supported in this via the staged process (see Annex A) and through regular training and reminders, based around the pivotal behaviour model and modified for King James's students.

2.2   We recognise that there will be a small minority of students who come to staff's attention because of low level disruption. Where this occurs we:

- Ensure staff follow through issues with students indicating what must be done to improve and employing restorative conversations and pivotal strategies.

- Ensure that staff discuss with parents the school's concerns and agree a common way of working to help students modify their behaviour.

- Establish the best way of communicating with parents (phone, email, meetings, written or combinations of these) and provide regular feedback on progress being made

- Undertake an audit of behaviour in lessons and create a 'hotspot' timetable. This allows the pastoral and behaviour teams to be proactive in targeting support in lessons.

- Take account of individual students SEND needs and pastoral issues and create support plans that will help staff in working with these students.

2.3   We believe consistent experience of good teaching engages students in their learning and this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps students understand the schools expectations and allows staff to be mutually supportive.

2.4   As a school we will:
- Ensure the inclusion of all our students and staff but not if it has a detrimental effect on the well being and learning of others

- Assess staff needs and build into in-service training programmes specific opportunities to discuss and learn about behaviour eg. Induction, Training Days, Twilight Training sessions, supportive CPD and co-coaching.

- Staff breaks and lunch time areas to ensure that positive behaviour is reinforced at these times, but also expect staff to be out on corridors and monitoring transition times for students.

- Ensure the Leadership Team, Pastoral Team etc regularly walk the school building, going into classrooms and monitor the consistent application of the school's policy; this will be done informally and formally through standards checks and learning walks.

- Reinforce our ethos and core values of ready, respectful and engaged through assemblies and through staff modelling – we know that we are the adults and that we can make a difference through restorative conversations, consistent application of ethos and systems and by all of us taking our responsibilities in behaviour management.

3   SPECIFIC FOR CLASSROOM MANAGEMENT

3.1   It is essential that the ready, respectful, engaged approach is applied in lessons alongside our stepped approach. This consistency allows staff to be in control of their teaching environment at all times

4.2   The school will ensure a broad and balanced curriculum is offered which is accessible to students of all abilities and reflects individual needs and aspirations. This includes the needs of our most challenging students on an alternative curriculum

4.3   Staff should plan lessons well, using the King James's School Learning Cycles and strategies appropriate to the ability of the students. Differentiation is crucial in promoting good behaviour. They should use commonly agreed classroom management and behaviour strategies eg. seating plans (boy/girl), follow classroom routine, review seating plan regularly. They should offer students the opportunity to take responsibility for aspects of their learning, working in pairs, groups and as a whole class and whenever possible use a variety of techniques eg. peer and self assessment, to increase students involvement in their learning and so promote good behaviour

4.4   Staff will utilise data (eg SEND, intervention, support plans) via Pastoral Officer on students' behaviour and use it to target support.

4.5 King James's recognises that students are knowledgeable about their school experience and have views about what helps/inhibits their learning as such we will ensure there are opportunities to receive their feedback about their progress/learning needs eg. via opportunities in learning reviews, school council etc.

4.6 Staff will plan home learning (homework) and set it well before the end of the lesson so that all students have a clear understanding of what is expected from them.

4.7 The classroom should be a welcoming environment, clean and tidy. As far as possible, desks, including the teacher's, should be clear of clutter and bags. Displays should inspire and support learning

4.8 Utilise the pivotal techniques, welcome students to class, re-inforce the positives and always follow through with e-portal comments (positive as well as negative)

4   BASIC STANDARDS

4.1   Expectations of students: outlined in Student Planner

Expectations of students **during lessons**:

When your teacher talks to the whole class remain silent and concentrate

Follow instructions when they are given first time

Do not call out in a question and answer session –wait to be asked

Work sensibly, co-operatively and calmly with others - do not attempt to distract and annoy

Hand in work and homework/coursework as requested. A note from parents should be brought to explain why homework/coursework has not been completed otherwise a detention may be imposed

Ask for help from your teacher when it is appropriate to do so - put your hand up and wait until the teacher has finished talking to the class or to another student

You are permitted to drink water from a safe bottle in class

Eating, chewing and drinking anything other than water are not allowed in lessons or on the corridors

Stay in lesson unless you have permission to leave with a note from your teacher and out of class pass, or a note in your planner

Record coursework/homework in your school planner which must be carried at all times. Your planner should be signed every one-two weeks by your parents and form tutor

4.2   Expectations of staff: Be consistent and please enforce standards with <u>all</u> students

Expectations of staff at the **<u>end of lessons</u>**:

At the end of the lesson, please ensure that there is at least one minute of calm where you can ensure the students are prepared for where they are going next.

Check uniform, ensure desks are tidy and manage students leaving your classroom in an orderly manner and on time.

Please the try to greet your next class. If we are consistent with the above we can assume that students will arrive to you in time, appropriately dressed and calm.

<u>Staff around school</u>:

All staff should adopt a duty of care around the school and pick up and act upon breaches of the school's expectations regarding behaviour

Calmly and with minimal confrontation challenge inappropriate behaviour and model the behaviour that you would like to see (eg pick up litter if you expect students to do it)

Tutors will triangulate basic standards and e-portal comments in tutor time, so please ensure that e-portal and planners are used to record such comments.

5   PUPIL SUPPORT SYSTEMS

5.1   King James's School uses a wide reaching pastoral team including tutors, Learning Managers (teachers) and Pastoral Officers (non-teaching),a Pastoral Manager; Family Support Officer,Assistant Head (wave 2 and 3 intervention), Deputy Head, SENCO, dedicated administrative support and School Nurse. We also have excellent working relationships with the Prevention and Social Care Teams and a range of other agencies.

5.2   We have a clear range model to support students. Wave 1 is our universal entitlement and delivers behaviour strategies that the vast majority of our students respond to and make progress under.

Wave 2 is our group intervention and targeted support. This includes para-tutoring; mentoring; academic support and programmes intended to support students to modify their behaviour.

Wave 3 is our more bespoke support. This includes our hub provision, referrals to the collaborative, managed moves, alternative curriculum and provision and PRU placements.

These support mechanisms can meet the needs of all but our most challenging students. At every "wave" we work alongside the SENCO and employ the SEND code of practice, ensuring no student is disadvantaged or treated unfairly. We pride ourselves on our inclusivity and work with integrity to support students who need it. We know that a good pastoral system focuses on the student and involves all of us working together in their best interests. As such we regularly upskill on vulnerable groups, undertake CPD and share best practice.

5.3   Every student has a tutor. This tutor is a student's key worker (see tutoring policy). The tutor will work closely with Learning Managers to ensure that students with additional needs access support.

6 LIAISON WITH PARENTS AND OTHER AGENCIES

6.1 In managing pupil behaviour King James's expects the support of parents and carers. Our expectations regarding behaviour are set out to parents upon entry to school and we ask parents to take responsibility for their children on the way to and from school and when out and about in our local community.

6.2 We make no apologies for having high standards and expectations of our students, but we recognise that sometime parents will need support in reinforcing these expectations with their own children. We will use the NYCC prevention team and other agencies to help us in this.

6.3 There are opportunities to meet parents at parent's evenings, but daily communication can be maintained through e-portal and planners. We encourage parents to support us by daily accessing e-portal. Appointments can always be made with staff in school with notice.

6.4 Sometimes conversations with parents will be difficult. It is sometimes hard for parents to accept that their child is unable to accept the school's ethos and rules. When this happens we will always try to mediate and support and will give of our time to support the young people in our care, however we will not compromise on the high standards that King James's has

7 OTHER CONSIDERATIONS

7.1 Malicious allegations against staff:

The school will follow local authority guidelines for all allegations against staff (please see Safeguarding Policy). The school will treat unfounded and malicious allegations against staff extremely seriously and will utilise sanctions outlined in this policy in response, up to and including permanent exclusion. The severity of sanction used will be decided on an individual basis. The school may also involve the police if it is deemed necessary.

7.2 The above policy should be read in conjunction with the school's Anti bullying policy, tutoring policy, and the DFE Behaviour and Discipline in Schools (sections regarding confiscations, powers of discipline outside of school; bringing the school into disrepute; reasonable force, bringing weapons into school) – link below

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

King James's School
Traditional Foundations - 21st Century Education

Sanctions Procedures- Student Version

TEACHER/FORM TUTOR/TA			HEAD OF DEPT	PASTORAL TEAM AND LEARNING MANAGER				ASSISTANT HEAD/DEPUTY HEAD/HEAD	
Verbal reminder	**B in planner AND INTERVENTION**	**Move**	**Curriculum Intervention**	**Detention**	**Basic Standards Detention**	**Senior Staff Detention**	**Removal from lessons**	**Fixed Term Exclusion**	**Permanent Exclusion**
For the <u>first</u> instance of unacceptable behaviour, students will receive a verbal reminder	For the <u>second</u> instance of unacceptable behaviour, students will receive a second verbal reminder and have B circled in their planner **An intervention/ conversation should now happen**	For the <u>third</u> instance of unacceptable behaviour, students will be moved to another seat or given the chance to 'cool down' outside the classroom	For the <u>fourth</u> instance students will be moved to the respective Department Referral Space. Students may also get a break, lunch time or after school Curriculum Detention and be put on report	Students will get a break, lunch time or after school detention for: • Unacceptable behaviour • Failure to complete work set • Poor punctuality or truancy • Lack of planner sheet • Incorrect uniform without sticker	• Receiving 3 behaviour, uniform or equipment circles in their planner in one week • Failure to attend or complete a Curriculum/ Pastoral Detention • Defiance • Truancy	• Failure to complete a Basic Standards/ Curriculum/ Pastoral Detention • Continued or more serious defiance or truancy	• Failure to complete a Senior Staff Detention • Seriously defiant, offensive or violent behaviour • Being unable to avoid disrupting the learning of others without reflection and repair work	• Repeated removal from lessons • A serious breach of discipline affecting the image of the school or well-being of others	Considered for: • Repeated fixed term exclusions • A major breach of discipline
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Cases of verbal abuse, violence and serious defiance will be dealt with immediately at the appropriate level.

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Sanctions Procedures- Staff version

TEACHER/FORM TUTOR/TA			HEAD OF DEPT	PASTORAL TEAM AND LEARNING MANAGER				ASSISTANT HEAD/DEPUTY HEAD/HEAD	
Verbal Reminder	**B in planner AND INTERVENTION**	**Move**	**Curriculum Intervention**	**Detention**	**Basic Standards Detention**	**Senior Staff Detention**	**Removal from lessons**	**Fixed Term Exclusion**	**Permanent Exclusion**
Member of staff response in the <u>first</u> instance: • Issue student a verbal reminder	Member of staff response in the <u>second</u> instance: • Issue student a second verbal reminder • Put a circle in planner on B • If student has lots of circles that day/ week inform Form Tutor HoY/PO **A restorative – 30 second intervention should now happen**	Member of staff response in the <u>third</u> instance: • Move student or temporarily send them out of room • Log as an ePortal event using relevant code and action taken • Contact home if appropriate	For the <u>fourth</u> instance: • Remove student to Department Referral Space • Issue break/ lunch time/ after school Curriculum Detention and/or put on report • Log as an ePortal event using relevant code and action taken • Contact Form Tutor/HoY/PO and home if appropriate	HoY/PO investigate event logged on ePortal or 3 or more circles in planner and respond at the appropriate level: • Form Tutor intervention • HoY/PO intervention • Student on report • Issue a break/ lunch time/ after school detention • Contact home if appropriate	HoY/PO/BT investigate serious events logged on eportal and 'on call' incidents: • Behaviour Team intervention • Student on report • Issue a Basic Standards Detention • Contact home	MMH to refer to HHN: • Issue a Senior Staff Detention • Senior Staff intervention • Student discussed at Vulnerable Learners & LT meetings • Contact home	MMH to refer to HHN: • Remove student from lessons to educate in Referral/ Hub • HoY/PO obtain work from staff • HoY/PO/BT contact home • Conduct Pastoral Review	HHN to refer to DMO: • Exclude student • Roles as Level 8 • Return meeting HoY/PO, HHN/DMO, home • Put on report/ phased return to class For the second instance: • Consider a Pastoral Support Plan	Head to consider if: • Incident is of a very serious nature • Student is excluded for 15 days in a term • A student whose fixed term exclusions reach 45 days in total per year
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

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SANCTION STAGES 7-9: KEY ACTIONS & DOCUMENTS (LT/Pastoral Team)

	7 Senior Staff Detention	**8** Removal from lessons		**9** Fixed Term Exclusion
	Student has reached Stage 7 & served a Senior Staff Detention	**REFERRAL** — Students put in Referral by **DMO, HHN or MMH**.	**PASTORAL REVIEW MEETING** — Triggered if student: considered sufficiently vulnerable by HoY/PO; has been excluded; or in Referral 3 times.	**THE HUB** — Students referred: by PR Meeting; if Referral inappropriate; or long term.	**PASTORAL SUPPORT PLAN** — A Pastoral Support Plan should be in place for students needing more long term support.
AIMS		To sanction & deter students by removing access to lessons & social time with peers. To support students to reflect on 5Ws, put right any mistakes & rebuild relationships. To provide a structured environment to ensure students do not fall behind/have the opportunity to catch up any work missed as a result of being removed from lessons therefore maximising their potential for a successful return.	A meeting for key staff to review appropriateness of current support/provision & consider any changes necessary.	To provide a structured and supportive environment for students finding it difficult to positively engage in lessons. Students will follow an individualised programme allowing them to temporarily continue their education out of lessons whilst addressing any barriers to learning to ensure a positive return to class. When necessary the Hub may provide a more long term programme of support & provision to enable the student to maximise their potential.	To identify barriers to learning, strategies for staff, alternative provision (if appropriate) & longer term interventions/support.

ACTIONS

Stage 7:
- **HHN** adds student to VL Meeting list (if not already included)
- **HHN** briefly discusses student at LT Meeting

Stage 8 (Referral):
- **HoY/PO** collects student from tutor group & takes to Referral.
- **HoY/PO** obtains work from staff & returns it at end of Referral.
- Referral Checklist completed to record impact of Referral.
- Students returning to class from Referral should be on report to HoY/PO to monitor progress & ensure no detrimental impact on learning of others.

Stage 8 (Pastoral Review Meeting):
HoY/PO, LM, HHN, SRA & any other appropriate staff meet to:
- Check all potential support has been accessed
- Check current provision is appropriate
- Consider whether a Pastoral Support Plan is needed
- Consider whether referral to Hub is required
- Share any planned change to provision with parents/carers

Stage 9:
- **HoY/PO, HHN & SRA** to have regular (fortnightly) target setting & review meetings with parents/carers & student.
- A member of the Pastoral Team to be nominated as key contact for the student & parents/carers.
- Pastoral Support Plan to be agreed & shared with those involved.

KEY DOCS

Stage 8 (Referral):
- **Referral Checklist**
- **Report card**

Stage 8 (Pastoral Review Meeting):
- **Return from Exclusion Meeting document** (if return from exclusion)
- **Pastoral Review Checklist**
- **Referral to Hub document** (if required)

Stage 9:
- **Pastoral Support Plan**