

JKHS BEHAVIOUR-FOR-LEARNING POLICY

High Expectations, High Participation, High Performance, High Enjoyment

Objectives and Targets

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

- consult with the headteacher and other stakeholders (for example, lead-behaviour professional, inclusion co-ordinator, SEN co-ordinator, student council, parents/carers) as appropriate to ensure that staff have ownership and confidence in the behaviour policy before making or revising the policy
- agree the school's behaviour and discipline policy and a code of conduct
- ensure that these are available to all staff, students and parents/carers
- oversee the headteacher's management of behaviour and discipline in school in line with the policy
- advise the headteacher on ways of promoting good behaviour
- review and amend the policy regularly
- take account of the guidance issued by the DfE
- ensure that registers of admittance and attendance are kept
- include information on student attendance when required
- include principles of prevention of bullying.
- ensure that all key staff receive training on the reasonable use of force to control or restrain students
- publicise the policy in writing, to staff, parents/carers and students at least once a year.

At John Kyrle High School and Sixth Form Centre we aim to ensure that all students get the best out of the school, irrespective of gender, ethnicity, age or religious belief. This will be achieved when all students:

- respect, understand and co-operate with each other
- are polite to each other and respect each other's abilities and aptitude, background and culture, religious belief and views, disabilities and property
- arrive on time at school and for lessons
- give their best in work by listening and learning
- work and play safely, looking after those with learning and physical disabilities
- look after school buildings and equipment
- help each other and our local community.

Action Plan

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

At John Kyrle High School and Sixth Form Centre we are proud of the fact that our students are a credit to themselves, their families and the school. Exclusions are low, attendance is above the national average and Ofsted rated student behaviour and safeguarding as *Outstanding* in 2017.

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



The school's code of conduct will be made available to all students at the start of each school year via tutors. It is also available via the school website.

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

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

General Behaviour

Students should:

- not cause offence to others, including the use of foul, racist or sexist language
- not threaten or use physical violence to a student or adult – such behaviour will normally lead to permanent exclusion
- not bully another student; bullying of any sort will not be tolerated
- not deliberately damage school equipment or property
- not chew gum or drop litter on the school premises
- keep to the left while moving around the buildings and behave in an orderly fashion in the corridors
- wait outside a teaching room until the class teacher arrives
- not leave a classroom without permission and a note from the teacher.

Dress and appearance

Students should:

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

Health and safety

Students should:

- not use or supply any illegal drug – this is strictly forbidden and will normally mean automatic permanent exclusion
- not use cigarettes, e-cigarettes or alcohol on the way to, from and while on the school premises – failure to observe this restriction may lead to a fixed-term exclusion
- not interfere with any school equipment (including fire alarms). Any student doing so may receive a fixed-term exclusion
- not bring onto the school site any dangerous articles (including knives, fireworks and any sort of firearm or harmful chemicals)
- not climb onto any school buildings or into private premises near the school.

Staff will exercise the power to search students for prohibited items, in line with DfE guidance 'Searching, Screening and Confiscation, advice for headteachers, school staff and governing bodies' January 2018.



Property

Students should:

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

In the classroom

Students should:

- arrive on time
- concentrate in class and listen to teachers' instructions
- bring books and equipment needed for each class
- always try to do their best work
- set out work as required by teachers
- work in groups without raising the sound level to disturb other groups
- wait in turn to speak in discussion groups and question and answering sessions
- complete all homework set using Show My Homework
- hand homework in promptly
- be helpful to other students.

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

Measures to prevent bullying

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

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

John Kyrle High School and Sixth Form Centre considers BULLYING to include: action against others because of their race; cultural background; religious beliefs; sexual orientation; physical characteristics; appearance; health; gender or disabilities. Bullying can be physical, verbal, indirect (e.g. rumour spreading, social exclusion) or cyber-related.

In order to identify bullying:

- all staff are safeguarding trained
- an open culture is encouraged, where all students, staff and parents/carers know that they may safely report any incidents or patterns of behaviour that indicate bullying may be taking place in school or on the way to and from school
- tutor groups remain together throughout years 7-11. This allows them to become small communities and teams in themselves. Where possible the tutor stays with the group. This fosters excellent relations and creates an atmosphere of trust, respect and safety



- there are appropriate levels of staff supervision before school, between lessons, at break and lunch and after school
- students or parents/carers may report suspected bullying to any member of staff.

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

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

Specific rules applying to particular activities and areas

Use of the school computer network

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

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

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

The wider community

Students should:

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



In addition to take action on incidents which occur in school, the school reserves the right to take disciplinary action on out-of-school incidents which could impact on safeguarding, the orderly running of the school or could adversely affect the reputation of the school. (Behaviour and Discipline in Schools – Advice for Headteachers and school staff, July 2013, updated 2016).

Rewards and sanctions

Rewards

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

We set out to reward students in a positive manner and in a way that we hope will catch their imagination and enable them to see that we value their good work and behaviour. Success at all levels and in all areas both inside and outside school will be recognised. We are trialling the use of achievement points using the school's SIMS system.

Procedure

- achievement points can be awarded on the SIMS system
- departments may also create their own distinctive letters/certificates to send home on completion of a really high-quality piece of work. This might be work done over a series of lessons/homeworks for which a single-achievement point might seem parsimonious
- tutors may also give points to acknowledge specific areas of student achievement within (or outside) school. Heads of year decide on how best to reward students in their year groups for high numbers of achievement points
- the headteacher is always pleased to have students referred to him for commendation.

Headteacher's Special Merit Postcards

Each term the headteacher will ask departments/tutors/heads of year for names of students who are performing well so that special merit postcards may be sent home.

Sanctions

See Appendix 1

Staff Guidance

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

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

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

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



Tutors check students' uniform twice each day.

Class teachers and tutors deal with minor breaches of the code of conduct on the spot. Heads of year, pastoral support officers and senior staff deal with more persistent problems.

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

Teachers need to work together with parents/carers to maintain standards.

The decision to exclude

Only the headteacher, or a person acting with the headteacher's authority, can exclude a student from school. A permanent exclusion will be taken as a last resort. A decision to exclude a student will taken only:

- in response to serious or persistent breaches of the school's behaviour policy; **and**
- if allowing the student to remain in school would seriously harm the education or welfare of others.

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

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

John Kyrle High School and Sixth Form Centre follows the statutory guidance on exclusions. Please see <https://www.gov.uk/government/publications/school-exclusion>

Returning from a fixed exclusion

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

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

- agreeing a behaviour contract
- restorative justice
- supporting a student with a monitoring or support card
- support from the WyeLearn Intervention Centre or other reasonable supportive provision.

Monitoring arrangements

John Kyrle High School and Sixth Form Centre monitors the number of exclusions every term and report back to the trustees. They also liaise with the local authority to ensure suitable full-time education for excluded students.

The Prevent Duty

As set out in the non-statutory advice for schools and childcare providers in 'The Prevent Duty' (June 2015), John Kyrle High School and Sixth Form Centre follows a policy (in line with the child protection procedure) of reporting incidences that pertain to the potential of a student being given over to extremist videos or ideologies. The school's safeguarding principles apply to keeping children safe from radicalisation.



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

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

Monitoring and evaluation

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

- the school council
- reports for the Trustees' Disciplinary Panel to the full board of trustees at each meeting
- by trustee learning walks

Reviewing

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

Reviewed: Summer 2020

Senior Leadership Group member: Mark Croad
Link Trustee: Kate Nicholls



Appendix 1

Sanctions

The following is a guide to the sanctions available. We recognise that there will be a context to every incident and we will deal with each on its merits.

For issues such as a lack of homework or effort, misuse of mobile phones or other misdemeanours, staff can log a behaviour point on the SIMS system. Staff can also use informal sanctions, such as speaking to students after a class, a break time or lunchtime detention or a phone call home.

Behaviour points are monitored by tutors, heads of department, heads of year, pastoral support staff and the heads of upper school and lower school.

Students who are given 3 behaviour points in a week may be given an after-school detention with their head of year.

Students who cause concern within or across subjects may be placed on subject report or a head of year report.

For continued breaches of the behaviour policy, or for a more serious incident, students may be placed in internal exclusion in the WyeLearn Intervention Centre or given a fixed-term external exclusion. Very rarely a permanent exclusion may be necessary.

Students who are at risk of exclusion will be supported by a formal pastoral support plan.

Appendix 2

Post COVID-19 addendum

The school reserves the right to sanction, up to and including exclusion, students who wilfully refuse to adhere to arrangements of social distancing and deliberately cough and/or spit at students or staff, putting them at risk.

