

THOMAS KNYVETT COLLEGE (TKC) BEHAVIOUR POLICY



Purpose:

This policy has been written in reference to other policies, Anti-Bullying, Teaching and Learning, SEN and Safeguarding. It has also been written in response to the Education and Inspections Act 2006 and with reference to the Disability Discrimination Act 1995 (Code of Practice for Schools – Disability Discrimination Act 1995) and the SEN duties in the Education Act 1996, both of which were amended by the SEN and Disability Act 2001 and the Equality Act (2010).

As with all policies, there will be no differential application of the policy and procedures on any of the protected characteristics. The policy is also designed to ensure that there is no unwitting discrimination and promotes equality within the College.

Date created: March 2012

Governors Committee Responsible:

Senior Manager Leader: Assistant Headteacher

Review period: 3 Years

Date reviewed: July 2013 (adjusted October 2014)

Date ratified: December 2014

Next due for review: October 2018

AIMS AND OBJECTIVES OF THE TKC BEHAVIOUR POLICY

The following aims and objectives are those of the Governors and staff of the College. TKC regards the Behaviour Policy as underpinning all learning and teaching in the College. The policy will enable schools to maintain an environment conducive to learning, one which safeguards the rights of other students to be educated and is proportionate. The aims of this policy are to:

1. promote self-discipline and respect for others
2. promote good behaviour
3. promote high self-esteem
4. ensure fairness of treatment for all to ensure the welfare of all
5. ensure a consistency of response to all behaviours
6. provide a safe environment free from disruption, bullying, violence, discrimination and any forms of harassment
7. encourage a positive partnership with parents

TKC AIMS TO PROVIDE:

- provision for improvement in individual behaviour whenever appropriate
- an optimal learning environment in order to maximise student attainment and potential at all times
- a community ethos which respects and tolerates all differences whatever their race, colour, gender, disability or creed
- a common rewards system to provide encouragement, praise and recognition of good behaviour, effort and achievement
- sanctions which address persistent behavioural problems or lack of effort
- support for students with learning and/or emotional / behavioural needs
- a rapid, consistent and fair response to behavioural issues, including poor work or effort
- rules that clearly define the limits of acceptable and unacceptable behaviour
- constant monitoring of both rewards and sanctions

This policy will apply at all times when students are the responsibility of school staff and when they are out of school as the responsibility of others and are acting in such a way as to bring the school into disrepute (whether or not they are in school uniform) e.g. to and from school, on educational visits, work experience. Schools have a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff. It is supported by a Sanctions Grid (Appendix C) that reflects the operational details that enable this policy to be fully implemented.

All staff will be made aware of the school's procedures in investigations, the recording of evidence and witness statements.

EXPECTATIONS OF STUDENTS

- Arrive to lessons and registration on time
- Line up in a quiet, orderly fashion if requested to
- Enter the classroom quietly and sit where you are told
- Remove any coats or other outdoor clothing items
- Have the correct books and equipment out ready to start the lesson promptly
- Listen and act on all instructions immediately
- Put your hand up and not call out when wishing to contribute to the lesson
- Respect and not damage any property or equipment
- Use appropriate and polite language
- Keep on task and not disrupt the learning of others
- Leave in an orderly manner

RULES OF THE WIDER COLLEGE COMMUNITY

- Conduct yourself quietly around the college.
- Using appropriate language to one another and to members of staff.
- Be polite and courteous to visitors.
- Keep moving between lessons to avoid congestion.
- Keep to the left and do not run in the corridor and carry bags safely.
- Respect YOUR college by placing litter in a bin and clearing up after yourself.
- Respect your community and always show special consideration for other members of the community.
- Do not go into "out of bound" areas
- Use only the student entrance and exits
- Do not go to the reception area – unless there is an emergency
- A student will only be sent home by student welfare with a note from the relevant House Leader
- Wear full school uniform with pride, wearing blazers at all times
- Remove coats when in the school building
- Do not smoke
- Students are to be actively encouraged to prevent bullying by reporting it at all times
- Students are not permitted to bring prohibited items into school.

The school will aim to establish and uphold the behaviour policy which will maintain an environment conducive to learning for all children. In particular, teaching staff will: -

- Be on time and fully prepared for lessons
- Supervise students' entry to and exit from the classroom and ensure that uniform is being worn correctly
- Provide a positive and stimulating learning environment which enables students to remain on task and achieve through the use of effective differentiation
- Praise, reward and celebration of effort and success
- Maintain stimulating classroom and corridor displays which are designed to enhance learning or celebrate student achievement
- Check and report any damage or graffiti on a regular basis
- Keep the classroom tidy after use

REVIEW PERIOD

This policy will be reviewed every two years with consultation every year taking into account subgroups such as vulnerable children.

PROCEDURES/RULES

The procedures arising from this policy will be developed by the Head of School in consultation with the staff. These procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. Parents will be expected to encourage their children to show respect and support the school's authority to discipline pupils by signing the home-school agreement with their child.

The College will endeavour to liaise with the Police and other relevant members of the community in order to deal more effectively with key behaviour issues as they arise. In

particular, the College will involve the PCSO for issues relating to bullying, student fallouts, the confiscation of weapons and other issues relating to student safety.

REWARDS

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Rewards are structured in a manner which develop a house unity / identity to form while recognizing individual success. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups (**SEE APPENDIX A**). Rewards prizes available to students are displayed in all classrooms.

SANCTIONS

Sanctions are sometimes needed to respond to inappropriate behaviour and schools have a statutory power to impose them.

A range of sanctions is clearly defined in the attached appendices, and their use will be characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The appendices make a clear distinction between the sanctions applied for minor and major offences (**SEE APPENDIX B**). The sanctions grid, which illustrates the consequences of inappropriate behaviour is displayed in all classrooms (**SEE APPENDIX C**)

MONITORING REWARDS AND SANCTIONS

Behavioural observation and recording are a fundamental part of effective behaviour management within any environment. TKC values the importance of regular monitoring of our rewards and sanctions systems, in order so they can be reviewed and improved when appropriate. TKC uses SIMS **Assessment Manager (A.M.)** to record, track and analyse all data relating to incidents of positive and negative behaviour. A.M. produces a range of reports which reveal trends and patterns in individual, group and whole college behaviour.

Therefore, using A.M. for pastoral tracking significantly reduces the administrative burden for teachers and provides a keystone upon which behaviour management strategies can be developed and informed.

A.M. is used specifically to: -

- Monitor trends
- Highlight "hot spots"
- Promote consistency of response and action
- Identify where and how resources can be best deployed
- Provide reports demonstrating progress against targets
- Identify what sanctions and rewards have a positive effect on behaviour
- Develop an analytical and reflective response to behaviour management
- Highlight students for whom rapid intervention is required

A.M. can provide information for a number of behaviour management strategies:

- Targeting and Tracking Underachievement
- Internal Support Plans (ISP)
- Pastoral Support Plans (PSP)
- Effective Parent/Student Interviews
- Student Behaviour Contracts

- Pre-emptive, Intervention and Reintegration Work
- Behavioural and Cognitive Behavioural Approaches

A.M. will automatically record "behaviour points". Further information is included in Appendix B.

NEW POWERS:

DETENTIONS OUTSIDE NORMAL SCHOOL HOURS

The school has a statutory power to put students into detention. The times outside normal school hours when detention without parental consent may be given are evenings (as previously), plus weekends and INSET days. However, given new powers available, the College reserves the right to issue 'no notice' detentions as and when appropriate. Parents will be consulted regarding all decisions and any such detentions will be made with their consent wherever possible. Due consideration will be given in cases where young carers or younger siblings are involved.

USE OF FORCE

Reasonable force can be defined as using no more force than is needed. Reasonable force may be used to prevent a student doing, or continuing to do, any of the following (see clause 93(3)(a) and (b) of the Education and Inspections Act 2006):

- i. Committing any offence or what would have been a criminal offence if the student had been above the age of criminal responsibility (10 or older)
- ii. Causing personal injury to, or damage to the property of, any person (including the student)
- iii. Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise. This applies both on site and off school premises where the member of staff has lawful control or charge of the student. This does not authorise corporal punishment (Section 548, EA 1996).

There is a difference between control and restraint. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Where force can be used authorised staff may only exercise the statutory power to use force where:

- They and the student are on the premises of a school at which education is provided for the student. The student need not necessarily be a registered student at that school. The power also applies to students from other schools who are on the premises; or
- They are off school premises but are in lawful control or charge of the student (for example on a school visit).

Other than in these circumstances, staff only have common law rights to use force to defend themselves, persons or property. Employers providing work experience placements for school students only have common law rights to use force.

Sometimes an authorised member of staff should not intervene in an incident without help (unless it is an emergency). For example, help is likely to be needed in dealing with an older student, a large student, more than one student or if the authorised member of staff believes he

or she may be at risk of injury. In these circumstances he or she should take steps to remove other students who might be at risk and summon assistance from other authorised staff.

When reasonable force has been used, it is advisable to contact parents/carers immediately. As a rule of thumb, parents/carers should be always told when reasonable force is used to stop/prevent a fight or to lead a student away.

DELEGATION OF POWERS

The Head of School has the power to delegate the use of force where it is required (see clauses 93(2) and 95 of the Act (Appendix A, section 1). An annual update session will be arranged to ensure all staff understand their responsibilities in light of this new legislation. This will also be part of new staff induction procedures. The Head of School or their representative will carry out a risk assessment highlighting areas and situations where force is likely to be necessary (Appendix A, section 2).

Thomas Knyvett College will keep a systematic record of incidents where staff have used force.

After an incident occurs, it is important to ensure that staff and students are given first aid treatment for any injuries and emotional support. As a matter of course, the parents of all parties will be informed as soon as possible.

WEAPONS SEARCH

The Violent Crime Reduction Act 2006 authorises head teachers and staff authorised by them to search a student for a weapon without the student's consent, if they have reasonable suspicion that there is a banned item according to the School's Code of Conduct with the student or in his/her possessions. These items are listed below: -

- Knives and weapons
- Cigarettes/lighters
- Alcohol
- Illegal drugs
- Tobacco
- Fireworks
- Pornographic images
- Controlled substances
- Laser pens
- Stolen items
- Any item that could be used to cause injury or damage property

Mobile phones and electronic devices are to be confiscated by staff if seen during the school day from 8.35am to 3.05pm. They will be kept in a safe place until a parent or responsible adult is able to sign for it and collect it.

Persons authorised by the Head of School to search for weapons may use such force as is reasonable in the circumstances for exercising that power.

It also makes clear that:

- Two members of staff must always be present at a search, and recommends that both should have received appropriate training
- The search must be undertaken by a staff member who is the same sex as the student
- Where possible, it should take place out of public view.

School staff can search a pupil for any item banned under the school rules, if the pupil agrees. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. If the pupil refuses to comply, the teacher can apply an appropriate punishment as set out in the school's behaviour policy (see Appendix B). Confiscated items will be kept in a safe place, or handed over to the police as appropriate. Parents will be informed if an item is confiscated that is deemed dangerous and a threat to the safety of their child or other students. Any complaints that arise from confiscation should be made to the Senior Leader for Behaviour in the first instance.

ALLEGATIONS AGAINST STAFF

All allegations should be reported straight away, normally to the Head of School. In their absence, the Executive Headteacher should be informed. The Chair of Governors should be notified if the allegation is against the Head of School. The Local Authority Designated Officer (LADO) should also be consulted if appropriate. In response, an individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons. Allegations that are found to be malicious should be removed from personnel records. Pupils that are found to have made malicious allegations are likely to face a serious behaviour sanction, such as temporary or permanent exclusion.

TAKING ACCOUNT OF INDIVIDUAL STUDENT'S NEEDS

The staff at Thomas Knyvett College will take into account the particular needs of more vulnerable students, those with SEN, disability and/or different race, religion or culture. We will ensure that we will:

- not discriminate against particular racial groups in the application of our behaviour policy
- ensure staff members are well informed about cultural differences in behaviour and their implications
- support newly-arrived students in understanding and following the behaviour policy
- make reasonable adjustments in the application of our behaviour policy to disabled students
- make special educational provision for students whose behaviour related learning difficulties call for it to be made
- identify students at-risk in advance
- plan proactively how our disciplinary framework should be applied for each of these identified students
- make sure that every vulnerable student has a key person in school who knows them well, has good links with the home and can act as a reference point for staff when they are unsure how to apply the behaviour policy.

SUPPORT FOR PUPILS

Students who are identified as having significant behavioural issues will be subject to school staged responses and given extra support. The responses are; - Tutor Report, House Leader report (HL), Individual Support Plan (ISP) or Personal Support Plan (PSP) (See appendix D). Once a student has reached either an ISP or a PSP, they will also be given alternative support, often from external agencies, such as the Educational Psychologist, Behaviour Support or CAMHS. Alternative provision, such as the Short Stay School will also be actively sought when appropriate, including outreach support in school.

MONITORING THE IMPACT OF THE BEHAVIOUR POLICY

Thomas Knyvett College will monitor the impact of its behaviour procedures and policies on improving the individual behaviour of students and on their academic progress. Thomas Knyvett College will also monitor the distribution of rewards and sanctions by gender, ethnicity and SEN in order to ensure that our behaviour policy is effective. We have a specific duty to monitor the impact of the operation of policies on students, parents/carers and staff from different racial groups, and we will evaluate the impact of this behaviour policy and act on the results of these evaluations. Racial harassment will not be tolerated and the school will record all racist incidents, and parents/carers and governors will be informed of such incidents and the action taken to deal with them. The Thomas Knyvett College Governing Body will inform the local education authority annually of the pattern and frequency of any racist incidents.

The College will ensure that parents and carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs through communication with the relevant subject teacher or tutor.

APPENDIX A REWARDS POLICY

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. The aims of this policy are: -

1. To celebrate success with our students as often as possible.
2. To promote high standards in behaviour, effort and achievement.
3. To motivate students to unite as a house to achieve more,
4. To encourage good attendance and punctuality.
5. To raise the self esteem of our students where appropriate
6. To promote consistency of approach to rewards across all curriculum areas
7. To create a positive learning environment where all aspects of success are shared and valued

Students should be praised whenever possible. Praise can be given in many different ways. This can include: -

- giving verbal praise
- writing comments on work
- displaying work
- sending work to the Curriculum or House Leader or a member of SLT
- awarding certificates
- issuing house points on SIMS
- sending letter and postcards home
- student of the week award
- extra prizes at the end of the term/academic year
- award ceremonies in school

The list is not exhaustive and new initiatives to reward students are actively encouraged at all times. It is important that praise should be used far more frequently than criticism or reprimand. Rates of praise for good behaviour should be as high as for good effort or achievement.

HOUSE POINTS

- Each week, the tutor records the number of House Points (HP's) gained on SIMS.
- House points achieved by a tutor group will feed into the main school house system.
- All certificate winners should be announced and presented with their certificates/prizes in assembly on a half termly basis.
- The students who collect the most HP's will be invited to attend an awards ceremony with members of staff, parents and governors in attendance.
- The criteria for awarding house points in lessons is important and must be consistent across all curriculum areas. A guide is listed below: -
 - Consistent good work or effort over 2 lessons
 - Being particularly helpful
 - An outstanding piece of classwork/homework/coursework
 - Attending extra-curricular activities and performing well in them over time
 - Excellent behaviour – when this is a target
 - Meeting other targets such as on a PSP

Form tutors can award house points for the following reasons, over a reasonable period of time: -

- Good uniform
 - Fully equipped at the start of the day
 - 100 % attendance
 - Planner signed by Parent / carer each week
- A ballpark figure for stickers given out could be approx 1 house point every *other* lesson if students work consistently well.
 - House points may be awarded by non-teaching staff at their discretion. A potential rule of thumb to be kept to is to reward house points for 'help above and beyond normal expectations' or 'consistent good help/progress over a period of time'.

REVIEW

It is important that the ways in which students are rewarded are reviewed regularly in order to maximize motivation in our students. In order to monitor our systems the following procedures should be adapted: -

- Seeking the views of students in formal situations such as a year or school council meeting
- Discussions with students in lessons or in tutor time
- Seek the views of parents as part of a school questionnaire
- Discuss the system with teaching and non-teaching staff
- Monitoring the rewards data on SIMS and analyzing results according to year group, gender, etc..
- Monitoring the numbers of house points awarded by curriculum areas
- Monitoring the rewards budget

As a result of the reviews that are carried out, the criteria for awarding house points may be changed to maximize the impact on pupil performance, motivation and self-esteem.

The breakdown of rewards can be seen on the next page:

Rewards Structure

	House Based	Individual Based
TERM 1 (AUTUMN)		
HT1 Sep – Oct	Breakfasts at the middle and end of the half term for the leading house	Fun lunchtime every week for excellent behaviour (no D2 in a week) and attendance (100%) Top 10 students (most house points) within the house will receive an award twice a half term in assembly. Fantastic Friday postcard and house point tokens distributed.
HT2 Oct – Dec	Breakfasts at the middle and end of the half term for the leading house Free mufti day at the end of this term	Fun lunchtime every week for excellent behaviour (no D2 in a week) and attendance (100%) Top 10 students (most house points) within the house will receive an award twice a half term in assembly. Certificate presentation from subjects issued in achievement assemblies at the end of this term Fantastic Friday postcard and house point tokens distributed.
TERM 2 (SPRING)		
HT3 Jan – Feb	Breakfasts at the middle and end of the half term for the leading house	Fun lunchtime every week for excellent behaviour (no D2 in a week) and attendance (100%) Top 10 students (most house points) within the house will receive an award twice a half term in assembly. Fantastic Friday postcard and house point tokens distributed.
HT4 Feb – Apr	Breakfasts at the middle and end of the half term for the leading house Magician during lunch at the end of this term [shared with attendance awards]	Fun lunchtime every week for excellent behaviour (no D2 in a week) and attendance (100%) Top 10 students (most house points) within the house will receive an award twice a half term in assembly. Certificate presentation from subjects issued in achievement assemblies at the end of this term Fantastic Friday postcard and house point tokens distributed.

TERM 3 (SUMMER)		
HT5 Apr – May	Breakfasts at the middle and end of the half term for the leading house	Fun lunchtime every week for excellent behaviour (no D2 in a week) and attendance (100%) Top 10 students (most house points) within the house will receive an award twice a half term in assembly. Fantastic Friday postcard and house point tokens distributed.
HT6 May – July	Breakfasts at the middle and end of the half term for the leading house Film and popcorn during lunch and period 5 at the end of this term	Fun Friday every week for excellent behaviour (no D2 in a week) and attendance (100%) Certificate presentation from subjects issued in achievement assemblies at the end of this term Year group success bus (Hillingdon Outdoor Activity Centre) for highest performing students in each year group (4 trips in June – 70% of each year group taken) Break dancer/ parquor session at lunch [shared with attendance rewards]. Fantastic Friday postcard and house point tokens distributed.

APPENDIX B

STRATEGIES TO SUPPORT THE BEHAVIOUR POLICY

The following guidelines are produced to help implement the key strands of the TKC behaviour for learning policy.

BEHAVIOUR MANAGEMENT

In general: -

- All staff will use Assertive Discipline and corrective language, to establish clear expectations for student behaviour and to facilitate successful learning.
- Rules and expectations are displayed in all classrooms which show rewards for good behaviour and sanctions for misbehaviour.
- Students, who comply with expectations, produce excellent work, show good effort and who show they are good "Citizens" of the College will receive House Points (See Appendix A)
- Those who choose not to follow the rules are subject to a scale of Consequences, or 'Sanctions Grid' (APPENDIX C).
- Behaviour points are communicated to the students and their parents on a regular basis so that Students (with the help of their parents) are able to choose good behaviour. This emphasises self-control and is a means of modifying unacceptable behaviour.
- All incidents will be recorded in A.M. which will automatically calculate behaviour points. The Senior Leadership Team, House Leaders, Curriculum Leaders and form tutors will monitor students by regularly referring to A.M.
- Referrals to internal and external support will be implemented by the Inclusion Team at the appropriate level in the points system.
- As with rewards, the student voice will be used to inform the Pastoral support staff of the effectiveness of the behaviour systems in place and to arrive at alternatives as and when appropriate.
- The Inclusion Team will intervene with Restorative Justice as and when appropriate (APPENDIX E). Peer mediation will also be used whenever possible to resolve issues.

BEHAVIOUR, RULES AND SANCTIONS

In order to monitor behaviour and attitude amongst our students, behaviour points will be issued in line with appropriate consequences. These Consequences for unacceptable behaviour are illustrated on the sanctions grid (APPENDIX C).

DETENTIONS

- Parentcall is used to inform parents/carers [via text message] of all detentions
- All tutors will receive a list each day during PM registration to remind students that they have a school detention
- D3 detentions last for 30 minutes and occur on the day the D3 is issued. They take place in with the teacher who issued the D3 so a restorative (APPENDIX E) questioning time can be built into the detention. The teacher issuing the D3 will ensure that a text is sent home to parents informing them of the detention. D3s issued during period 5 will result in the detention taking place on the same day. The subject teacher that issues the D3 must phone home within 48 hours. If contact is not made within this time, an email will be sent.
- D4 detentions are centralised in the SRR and last for 1 hour. These are staffed by the Lead Behaviour Manager. A member of SLT or the Lead Behaviour Manager will contact home within 24 hours of the D4 being issued. The Lead Behaviour Manager will ensure that a text is sent home to inform parents of the mark.
- If a student fails to complete their D3 or D4 detention they will be put into isolation the next day by the Lead Behaviour Manager. Parents will be informed.
- If a student is seen by a member of staff with poor uniform they will receive a warning from the member of staff and expected to correct it. If the same student is seen for a second time within one day they will receive a 15 minute detention with the teacher at the next break [if the member of staff cannot detain the student they will make arrangements with the SRR for the student to be housed]. The teacher will issue a D2 – uniform mark on SIMS. Failure to attend will result in a 30 minute detention the next day in SRR (name on late slide so VCA informed). Failure to attend will result in isolation until 4.05. Again VOK will need to be notified.
- Failure to complete homework will result in a warning message being sent home and a second chance given to the student to submit the required piece. Failure to do so will result in an hour detention on a Thursday evening and will be in a centralized location of the exam suite.
- If a student receives more than two homework detentions in a week they will automatically be placed in SLT detention for two hours on a Friday evening.
- If a student is late to school they will receive a warning. If a student is late for school for a second time in a week they will receive an hour detention on a Monday with houseleaders. Failure to attend this detention will result in a SLT detention for two hours on a Friday evening.
- The College reserves the right to issue 'no notice' detentions as and when appropriate. Parents will be consulted regarding all decisions and any such detentions will be made with their consent wherever possible.

EMERGENCY CALL OUT

The emergency call out is a system used to remove students from lessons by a member of SLT if the students refuse to move when asked by the teacher. The front of office will contact a

member of SLT by radio. It is used if a student:-

- Is behaving in a way which is likely to lead to a major confrontation
 - Is Violent towards another student or member of staff
 - Is using extreme abusive language towards a member of staff
 - Is carrying an offensive weapon
 - Is displaying racial / sexual harassment behavior
 - Is refusing to go to the SRR once receiving a D3 from the teacher
-
- Staff must ensure they used assertive discipline and offered students options to behave well BEFORE they use the emergency call out.
 - All D3's must be communicated to the inclusion team to avoid truancy
 - All students who receive a D3 will complete the work provided by their teachers. A runner will be used to collect work for students during the day.
 - Students who receive a D3 will be isolated for the remainder of the day.
 - All D3's issued must be logged onto A.M. by the subject teacher on the same day
-
- If a student fails to behave whilst in the SRR they will be issued with an R1. This will lead to an R2 if behavior does still not improve. If the student continues to misbehave they will be issued an R3 and a member of SLT will come to remove the student from the SRR. [VOK to check SSN's availability in the first instance. If he is unavailable then VOK to contact the member of staff on a walkthrough. If that member of staff is unavailable then VOK to contact other members of SLT]. The student will be removed for a period of 1 hour. The student will then be returned to the SRR following that hour. If the student behaves well for the remainder of the day they will remain in isolation for a half day the next day. If they misbehave once in the SRR then they will serve another full day's isolation.

MONITORING

Behaviour points will be entered according to the appropriate level on the sanctions grid. D3 data is entered by teachers, while D4 data is entered by the Behaviour Team. House Leaders monitor the behavior points for students in their Houses and inform tutors of actions required. Whole school information will be monitored by the Behaviour Team and the Assistant Headteacher for Behaviour and Attendance. Data will then be made available to curriculum leaders and teachers as well as other stakeholders such as the Governing Body and parents, via the VLE.

- A.M. will be used specifically to monitor the number of D2 and D3 incidents recorded, and the number of serious incidents recorded (D5's). This data is analysed by curriculum area, teacher, year group and by individual student. This will help to inform future behaviour strategies and any concerns will be raised at line management meetings.
- Classroom teachers who have issued a D3 to a student from their lesson should inform their Curriculum Leader to discuss strategies within 24 hours.

INTERNAL ISOLATION

In cases of severely poor behaviour, where a fixed-term exclusion is either not warranted or not desired, students will be referred for a formal internal isolation. The internal isolation room (SRR) will be a silent working room that will be monitored by the Inclusion Team.

A senior member of staff must authorise an internal isolation and a letter/text message will be

sent home to the parent/carer notifying them of this.

If a student is absent on the date of the internal isolation it will be carried out at the earliest opportunity

Students who are internally isolated will be expected to work in silence.

- All students who receive a D3 will complete the work provided by their teachers. A runner will be used to collect work for students during the day.

The isolation will run from 8.35am to 4.05pm. Students will have the opportunity during this time to visit the toilet and the canteen, but at all other times they will be supervised in isolation. Parents will then be asked to attend a re-integration meeting with a senior member of staff, where both expectations of student behaviour and suggestions for further support will be discussed. The students and parents will be asked to sign a behaviour contract. This will also be counter-signed by a representative of the College. Students will not be allowed to return to mainstream lessons until the reintegration meeting has taken place. The formal isolation day will need to be repeated to the expected standard as well before returning to mainstream lessons.

If a student fails to meet the expectations in the isolation room they will receive two warnings – on the third warning they will be excluded from school and a parent contacted immediately and the student sent home. If this occurs parents will again be asked to attend a re-integration meeting with a senior member of staff, where both expectations of student behaviour and suggestions for further support will be discussed.

Temporary Alternative Placement

If internal isolation is not having the desired impact on improving a students behaviour the school may seek a placement at another school. This placement can last from one day up to two weeks and will provide the student with some time to reflect on their poor behaviour before returning to Thomas Knyvett with a more appropriate attitude. Students will be provided with work to complete whilst on the placement.

EXCLUSIONS

Fixed-term exclusions will only be considered for serious breaches of the School's code of Conduct. Examples of these breaches are: -

- Serious persistent disruption to lessons
- Rudeness or intimidation towards a member of staff
- Bullying of other students
- Racist comments to another member of our community
- Fighting or causing injury in other ways
- Malicious allegation towards a member of staff or student
- Serious damage to school property
- Acting in any way that endangers others or threatens their safety
- Bringing banned or illegal items into school [see drug and alcohol policy]

Fixed –term exclusions for more than 5 days will require an alternative provision from outside of the school. In these cases, Thomas Knyvett College will actively seek the assistance of its partnership school, Howard of Effingham. Parents will be expected to ensure that their child attends this provision. Thomas Knyvett will actively seek to engage in managed moves to other Spelthorne School for those students at risk of a permanent exclusion. Placements at the NE Surrey Short Stay School will also be sought when appropriate.

Permanent exclusions will only be considered as a last resort and when all relevant support mechanisms have been used, both internally and via external agencies or when there has been a serious breach of the school behaviour policy.

APPENDIX C

I will get a...	Type of Behaviour	Sanction
D1 if	<ul style="list-style-type: none"> I am disrupting the learning of others I fail /refuse to follow instructions 	1 st warning Teacher enters on SIMS
D2 if	<ul style="list-style-type: none"> Either of the above x 2 	Final warning Teacher enters on SIMS
D3 if	<ul style="list-style-type: none"> I disrupt in either of the ways shown above for the third time I remove myself from the lesson without permission. Openly swearing [not directed at anyone] in lesson. 	Removal from the lesson to the isolation room until 3.05pm when teacher collects for a 30 minute subject detention , including time for restorative questioning. Teacher enters into SIMS (Text sent via BM informing parent of detention) and phones home within 48 hours – email if no connection made.- follow up button on SIMS
D4 if	<ul style="list-style-type: none"> I misuse my phone / audio device during school hours and refuse to hand it over I truant a whole lesson I am not in correct uniform 	Isolation until 4.05pm on the same day with the LBM D4 detention letter generated via SIMS entry by LBM
D5 if Removal from class by a school leader.	<ul style="list-style-type: none"> I swear at a member of staff I swear at another student. I have a fight with another student I bully another student I use racist or other discriminatory comments I smoke, damage/vandalise property I jeopardise the health and safety of other students 	Isolation on the same day until 4.05pm Isolation the next day as well when necessary.
And if...	<ul style="list-style-type: none"> I misbehave in isolation 	Fixed Term Exclusion & re-do isolation Meeting with parents
And if	<ul style="list-style-type: none"> I persistently fail to adhere to the School's code of conduct 	Permanent Exclusion

Notes: -

- All Ds to be added to SIMS by individual teachers.
- D4s and D5s will be entered by BM team
- Equipment to be checked by form tutor and D1 entered – failure to follow instructions
- Failure to bring books to class – D1
- Isolations will be coded in SIMS Lesson monitor
- Follow up button in SIMS to be used after phone call / email home.
- BM team to send text on the day to inform parent of detention
- Homework detentions take place on a Thursday and last for one hour. FTA homework detentions lead to a SLT detention the following day. FTA the SLT detention will result in an SLT isolation.

- Lates will be reported on daily. First late will result in a warning. Two or more lates in a week will result in an hour detention on a Monday evening. Failure to attend the late detention will lead to a two hour SLT detention. Failure to attend this detention will result in SLT isolation
- BM to monitor behaviour and to inform relevant parties.
- HL to monitor D1 and D2s.
- HL and Behaviour team to maintain current working practice improving communication.

Appendix D Reports

Tutor Report Guidelines

Tutor

- Tutor to contact home when decision is made for student to be placed on tutor report to inform parent / carer of how the process will work. Tutor to also ask for parent / carer to sign the report on a daily basis and have a discussion with the student on how their day has been. Tutor to enter information on SIMS.
- Targets to be set by tutor in consultation with the student
- Tutors to discuss how day is going with student using report outcomes to guide discussions during AM and PM reg
- Tutors to inform HL at Monday briefing if the student has failed the week during PM reg on a Friday. Student to complete a one hour detention in the SRR on a Monday. HL to inform VOK and VCA [who will contact home]. VOK to inform HL if student does not attend. HL to visit student in detention for a discussion.
- Failure to attend the detention will result in an isolation the next day. HL to enter onto SIMS and inform VCA who will contact home.
- Tutors to contact home on a Thursday/ Friday to discuss the progress made in the week with parent / carer. Brief notes to be added to the communication log in SIMS.
- Tutor to pass report to the house leader on a Monday morning at briefing so house leader can monitor the student's progress
- Tutor to email all staff to inform them the student is on report and what targets they will be working towards.

Student

- Students need to pass the week, failure to do this will result in a sanction (one hour detention in the SRR on a Monday)
- Students will receive 3 marks a lesson, 15 marks a day, 75 marks a week.

- If student has not given report to the teacher to sign that will count as 0 / 3 ticks for that lesson
- If student loses their report they fail the week
- Poor behaviour at AM or PM tutor will result in a loss of 2 points per session.
- Poor behaviour at break or lunch will result in a loss of 3 points per session.

General

- House leader will provide tutor with the report during Monday AM reg each week
- 60 ticks in a week required to pass
- Duration of report is 4 weeks. 3 weeks or more must be passed if student is to be moved off of tutor report. If less than 3 weeks have been passed the student will move to house leader report with daily sanctions. **This information is for staff only.** Staff will then inform students at the end of the 4 weeks whether they have passed or failed their report cycle
- Reports will be white in colour
- Students are placed on tutor report if they receive 8 D2's or 2 D3's or if they pass HL report.

House Leader Report Guidelines

House Leader

- HL to organise a meeting with parents / carers to inform them of how the process will work, the reasons for the decision, discussion on appropriate targets and possible intervention strategies required. HL to input the student being on report on SIMS.
- HL to also ask for parent / carer to sign the report on a daily basis and have a discussion with the student on how their day has been
- HL's to discuss how day went with student using report outcomes to guide discussions at 3.05pm
- HL's to phone home if student has failed the day to inform parent of 30 minute detention. If student passes the day HL to phone home at the end of the week to inform parents / carers of students behavior. HL to record on SIMS the outcome of the week.
- HL to contact home with an update once a week on how the student is progressing with the report – recommended Thursday/ Friday.
- If a student fails the week then the HL will record on SIMS that the report has been failed for the week and enter the student into an hours detention on Monday. HL to inform parents by Monday morning break. VCA can send a text home. VOK to be informed. HL's to track attendance at detention. HL to visit student in a detention for a discussion.
- Failure to attend this detention results in an isolation in the SRR the next day. VOK to inform VCA and HL and parents to be contacted.

- HL to email all staff to inform them the student is on report and what targets they will be working towards.

Student

- Students need to pass the day, failure to do this will result in a sanction (30 minute detention with the HL on the same day)
- Students will receive 3 marks a lesson, 15 marks a day, 75 marks a week
- If student has not given report to the teacher to sign that will count as 0 / 3 ticks for that lesson
- If student loses their report they fail the week – Sanction to be an hour after school on the Monday with HL. HL to contact home.
- Student must hand report to HL at 3.05pm each day, failure to do this will result in a failed day
- Poor behaviour at AM or PM tutor will result in a loss of 2 points per session.
- Poor behaviour at break or lunch will result in a loss of 3 points per session.

General

- House leader will provide student with the report during Monday AM reg each week
- 12 ticks required to pass a day. 60 ticks in a week required to pass the week.
- Duration of report is 6 weeks. 4 weeks or more must be passed if student is to be moved off of HL report. If less than 4 weeks have been passed the student will move to ISP with involvement from VOK / CPA. **This information is for staff only.** HL's will then inform students at the end of the 6 weeks whether they have passed or failed their report cycle. All information of passing and failing and future moves need to be communicated with home and entered into the intervention section of SIMS by HL.
- Reports will be white in green
- Students are placed on HL report if they fail tutor report or pass ISP.

Possible Interventions

CPA to confirm these interventions are possible

Courses:

- Anger Management
- Anger Management – incl. Boxing
- ID Course
- Boost Course

- ADHD Group

Other professionals:

- Student relational worker (individual and group support for young people with relationship issues, low level mental health issues. ie: low level anxiety, struggling with life experiences ie: moving schools or bereavement by being available during social times of the school day)
- Behavioural support worker (students finding it difficult to behave appropriately in a classroom setting)
- In class support (this is support offered by the Inclusion team for a designated period of time to help students get back on track in terms of their academic achievements in lessons)
- Additional Academic Support (including handwriting, reading, spelling, etc)
- Educational psychologist (students not engaging in school and who seem distant)
- Education welfare officer (student has poor attendance to school)
- All interventions listed above need to be communicated to parents and entered into SIMS by the HL.

Positive Performance Card Guidelines

Mentor

- Mentor to contact home when decision is made for student to be placed on positive performance card to inform parent / carer of how the process will work. Mentor to also ask for parent / carer to sign the card on a daily basis and have a discussion with the student on how their day has been.
- Targets to be set by mentor in consultation with the student
- Mentor to agree a time to meet with the student at some stage during each day to discuss how day is going with student using card outcomes to guide discussions
- Mentor to discuss with student whether sanctions will be applied for failing a week
- Mentor to contact home fortnightly to discuss the outcome of the 2 weeks with parent / carer. Brief notes to be added to the communication log in SIMS
- Mentor to pass report to the house leader on a Friday so house leader can monitor the student's progress
- Mentor to email all staff to inform them the student is on report and what targets they will be working towards.

Student

- Student to discuss with mentor whether sanctions will be applied for failing a week
- There is no sanction attached to a PPC, it is a mentoring card as opposed to a report. The mentor will discuss with the students whether a sanction will be applied if the student fails the week, this could be different for each student.
- Students will receive 3 marks a lesson, 15 marks a day, 75 marks a week
- If student has not given report to the teacher to sign they will need to rectify this by finding the teacher during break or lunch.
- Poor behaviour at AM or PM tutor will result in a loss of 2 points per session and a conversation with mentor regarding why this occurred.
- Poor behaviour at break or lunch will result in a loss of 3 points per session and a conversation with mentor regarding why this occurred.

General

- Any member of staff could be a mentor. The mentor does not have to be the students tutor or in the same house.
- House leader will provide mentor with the report during Monday AM reg each week
- 60 ticks in a week required to pass
- Duration of report is as long as required
- Reports will be purple in colour
- Students are placed on a positive performance card if they benefit from monitoring but their behaviour does not warrant / meet the criteria for tutor report

ISP and PSP Programme

ISPs:

Students will begin an ISP in the following circumstances:

- If Head of House report is unsuccessful,
- A trigger incident occurs that causes some uncertainty as to their future at the college,
- Students will also begin an ISP if it has been highlighted through data analysis they are receiving too many D3's, therefore removing learning opportunities from others.
 - ISPs will be run by the Lead Behaviour Manager with support from the Behaviour Coordinator and the Inclusion Department.
 - ISPs will run for a period of 12 weeks (two half terms).

Procedure:

Once a student is accepted on to an ISP, a meeting with parents is called, where the procedure and severity is explained and the targets and support are agreed. A proforma will be completed to address specific issues during the meeting. During the meeting all parties are to sign a contract to show agreement of the targets and the ISP plan. Wherever possible, before the meeting takes place, an initial questionnaire will be sent to staff to provide the student with an

average point score in different areas of behaviour. This will form part of the basis of the meeting.

Students will have three targets, at least one of which MUST be a learning target, and these will form their IEP also. Students will be issued a TA as a keyworker, who should be present at the initial meeting wherever possible, along with the Lead Behaviour Manager. The key worker will call home on a weekly basis to update parents and the Lead Behaviour Manager will meet with the student on a fortnightly basis for a mentor session. However, if there are any issues in the interim, as reported by the key worker, the Lead Behaviour Manager will meet immediately with the student and make contact with home.

Students are to report to their key worker each morning to collect their report and discuss their day ahead. They must also report to their key worker at the end of the school day to discuss their day.

If a student fails to report to their key worker at the start or end of the day, they will be spoken to by the Lead Behaviour Manager and the sanction will be decided accordingly, dependent on the amount of times this happens.

A reward of 10 merits will be given following successful completion on a fortnightly basis. Failure to pass the day will result in a 1 hour detention with the Lead Behaviour Manager that same day. Lead Behaviour Manager to contact home. Failing the week will also result in an hour after school detention for one hour on the Friday.

A review will be held after six weeks with the Lead Behaviour Manager, parents, student and key worker if possible. The Lead Behaviour Manager will decide whether the Head of Inclusion needs to be present at this meeting dependant on the success to date. Targets will be reviewed and changed as necessary. Staff will be asked to complete another questionnaire in time for the review and the average point score will be reviewed.

Following another six weeks on the programme, a final meeting will be called with all concerned parties and a decision as to whether the ISP has been successful will be made. The Head of Inclusion should be present at this meeting. If successful, students will move down to a Head of House report for an initial monitoring period of two weeks. If unsuccessful, students will escalate to PSP.

The keyworker and Lead Behaviour Manager will provide SLT with updates of the reviews at 3 weekly intervals so that SLT can decide on whether further action/ intervention is necessary.

ISP Reports:

Students are scored in every lesson on 5 targets (2 generic and 3 personal). The maximum a student can score in a day is 65 and to pass the day successfully they must score at least 45.

These reports will be paper and must be signed in every lesson. Failure to do so must be reported on the same day by the key worker to the Head of Inclusion. The student is responsible for getting their report signed by all teachers and failure to do so will result in a fail for the day.

ISP Support:

- Designated key worker,
- In class support for highlighted lessons from Behaviour Manager and Behaviour Coordinator
- Enrolment on to in house courses (Anger management, boost, ID as applicable),
- Fortnightly sessions with the Student Relational Worker as appropriate,
- Fortnightly mentor meetings with Lead Behaviour Manager,
- Restorative Justice where applicable (APPENDIX E).

PSPs:

Students will begin a PSP in the following circumstances:

- If ISP report is unsuccessful,
- A trigger incident occurs that causes serious uncertainty as to their future at the college,
- PSPs will be run by the Lead Behaviour Manager with support from the Head of Inclusion and the Inclusion Department.
- PSPs will run for a period of 18 weeks (three half terms).

Procedure:

Once a student is accepted on to a PSP, a meeting with parents is called, where the procedure and severity is explained and the targets and support are agreed. A proforma will be completed to address specific issues during the meeting. During the meeting all parties are to sign a contract to show agreement of the targets and the PSP plan.

Wherever possible, before the meeting takes place, an initial questionnaire will be sent to staff to provide the student with an average point score in different areas of behaviour. This will form part of the basis of the meeting. Students will have three targets, at least one of which MUST be a learning target, and these will form their IEP also.

Students will be issued a TA as a keyworker, who should be present at the initial meeting wherever possible, along with the Lead Behaviour Manager. The Head of Inclusion and Debra Fowler should also be at the initial meeting. The key worker will call home on a weekly basis to update parents and the Lead Behaviour Manager will meet with the student on a weekly basis for a mentor session. However, if there are any issues in the interim, as reported by the key worker, the Lead Behaviour Manager will meet immediately with the student and make contact with home.

Students are to report to their key worker each morning to collect their report and discuss their day ahead. They must also report to their key worker at the end of the school day to discuss their day.

If a student fails to report to their key worker at the start or end of the day, they will be spoken to by the Lead Behaviour Manager and if the sanction will be decided accordingly, dependent on the amount of times this happens.

A reward of 10 merits will be given following successful completion on a weekly basis. Unsuccessful completion of a day will result in a 1 hour detention with the Lead Behaviour Manager the same day. Failure to pass the week will result in an hours detention after school on the Friday In both cases, the Behaviour Manager will contact home to inform parents.

A review will be held after six weeks with the Lead Behaviour Manager, Debra Fowler, parents, student and key worker if possible. The Lead Behaviour Manager will decide whether the Head of Inclusion needs to be present at this meeting dependant on the success to date. Targets will be reviewed and changed as necessary. Staff will be asked to complete another questionnaire in time for the review and the average point score will be reviewed.

Following another six weeks on the programme, a second meeting will be called with all concerned parties and a decision as to whether the second phase of the PSP has been successful will be made. If the student has been successful, the meeting should be attended by the Lead Behaviour Manager, Debra Fowler, parent, student and key worker if possible. If the student has not successfully passed the Head of Inclusion should attend the meeting. If the Head of

Inclusion was present at the first review due to the student not passing then the second review should be attended by the Assistant Head and the Exclusions officer for Surrey (Mike Hickey).

Following another six weeks on the programme, a final meeting will be called with all concerned parties and a decision as to whether the PSP has been successful will be made. If the student has been successful, the meeting should be attended by the Lead Behaviour Manager, Head of Inclusion, Debra Fowler, parent, student and key worker if possible. If the student has not successfully passed the Assistant Head should attend the meeting.

Following successful completion, students will move back on to ISP for a period of six weeks, then down to Head of House report for an initial two week monitoring period. Unsuccessful completion could lead to an immediate permanent exclusion or a managed move. Students can only complete a PSP once in their time at Thomas Knyvett College.

The keyworker and Lead Behaviour Manager will provide SLT with updates of the reviews at 3 weekly intervals so that SLT can decide on whether further action/ intervention is necessary.

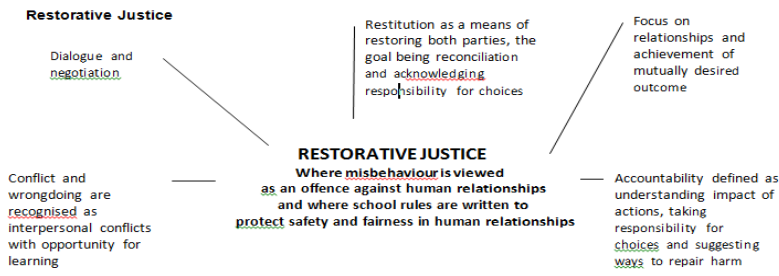
PSP Reports:

Students are scored in every lesson on 5 targets (2 generic and 3 personal). The maximum a student can score in a day is 65 and to pass the day successfully they must score at least 45. These reports will be paper and must be signed in every lesson. Failure to do so must be reported on the same day by the key worker to the Lead Behaviour Manager.

PSP Support:

- Designated key worker,
- Behaviour Support from external agency
- In class support for highlighted lessons from Behaviour Manager and Behaviour Coordinator
- Enrolment on to in house courses (Anger management, boost, ID as applicable),
- Weekly sessions with the Student Relational Worker as appropriate,
- Weekly mentor meetings with Lead Behaviour Manager,
- Restorative Justice where applicable.

Appendix E



Skills	Processes in place
non-judgemental listening	taking statements
developing empathy and rapport	restorative justice meetings
ability to 'role-model' responses	letters of apology/contracts
understanding and managing anger	family/school conferencing
restorative debriefing after critical incidents	pastoral support plan meetings
guiding difficult conversations	peer counselling and mentoring
diffusing conflict	School youth relational worker appointments
remaining impartial	Positive Behaviour Management
respecting the perspective of all involved	re-entry meeting to subject area
calm communication	re-entry meeting after an exclusion
directed questioning that prompts self-awareness responses from the student	Implementing immediate solutions/RJ where possible
patience	care committee meetings
compassion	assemblies
impartial body language	Junior Leadership Team/ peer mediators
being able to resist the temptation to express personal opinions	anger management support for identified students
being able to give a 'fresh start'	self-esteem support for identified students
development of own and students' skills to engage in repair processes	behavioural targets that have been negotiated with the student
acknowledging and appreciating diversity	accurate overview for each student's behaviour on SIMS
constructively challenging oppression and prejudice	individual mentoring
empowering participants to come up with solutions rather than imposing ideas	respite for students and teachers
ensure that the ethos and principles of restorative justice are embraced at every stage of the process	discipline committees

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