



Kingdown School

Believe | Aspire | Achieve

# Behaviour and Exclusions Policy

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Amendment	Summary of Amendment	Date
COVID-19	COVID-19 Appendix for return to school	May 2020

## **1. Purpose**

Kingdown School aims to maintain a positive atmosphere in which all staff, students and parents can work to the best of their ability providing a safe, caring, inclusive and happy learning environment. The school seeks to provide opportunities and challenges for its students and always aims to support students and staff in embracing the school values to ensure success. This policy supports all stakeholders to allow everyone to work together in an effective and positive manner; the purpose of this policy is to:

- Promote positive relationships based on mutual respect
- Treat all students fairly and consistently
- Promote desired behaviour and discipline
- Ensure all students know, understand and follow the school rules and code of conduct
- Encourage a shared approach with parents and the community in the development of our students
- To instil in students' high standards of behaviour and develop **self-discipline**.

## **2. General Expectations**

Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be addressed and where appropriate sanctioned. We aim to achieve this by having high expectations of learning and behaviour in all areas of the school; this includes the classroom, school site, but also when our students are representing the school in the wider community.

In order to achieve this our students will:

- Behave appropriately in all lessons
- Behave in a sensible manner between lessons, at break and at lunchtimes
- Behave appropriately when travelling to and from school
- Behave appropriately on school trips and visits
- Treat staff, fellow students and members of the school community with respect
- Aim for 100% attendance and punctuality in all lessons
- Take pride in the school and take care of all school equipment and buildings.

## **3. Behavioural Expectations**

Our expectation is that all lessons are attended and students arrive on time and ready to learn without disruption. We ask that students work to the best of their ability and manage their own behaviour and do not disrupt their learning and that of their peers. A consistent approach by all members of staff is essential to keeping and maintaining acceptable levels of behaviour in the school. Teachers, Curriculum Leaders, Heads of House, SLT and the wider school community all have a part to play in ensuring students

understand what is acceptable and appropriate behaviour. This allows teachers to focus on delivering lessons which allow the students to make exceptional progress and create an environment in which students can achieve their personal best.

Staff will:

- Model exemplary behaviour
- Treat all students and adults with respect
- Speak politely to each other
- Build student confidence and self-esteem through positive reinforcement
- When possible meet and greet students before lessons
- Recognise student effort and achievements on a regular basis and celebrate success
- Keep parents informed about successes, efforts and achievements
- Challenge unacceptable behaviour
- Work in partnership with parents through regular contact to help improve behaviour.

Students will:

- Be prepared to learn
- Follow teacher instructions as required
- Not be rude or use inappropriate language
- Not disrupt the learning of others
- Wear appropriate uniform and follow school [policy](#) on hairstyle, hair colour and jewellery
- Not smoke or vape on site or have/use any smoking or vaping paraphernalia
- Not use acts of aggression or any kind of physical violence
- Not bully or intimidate other students or staff
- Not use racist, sexist, homophobic or discriminatory comments of any form
- Not vandalise or disrespect school property.

#### **4. Rewarding Positive Behaviours**

As a school, we recognise that intrinsic motivation is most effective when students are encouraged by rewards rather than sanctions.

Our aim is to create a rewards – based culture which encourages students to strive to be the best , not just in an academic sense, but in all areas of school life and beyond.

We believe

- That all students, irrespective of ability, should have access to an inclusive reward system.
- That this reward system should be seen to be fair and consistent across subjects, houses and between staff.
- That different students are motivated by different awards. We aim to recognise this by providing a wide range of rewards, distributed in a number of ways.

Purpose

- To motivate and encourage our students.
- To recognise students' effort and achievement.
- To celebrate student participation and contribution in all areas of school's life.
- To reinforce the school values of Believe, Aspire and Achieve.

## **5. Language of Choice**

It is important that the language we use when addressing each other in school is consistent across all students, teaching staff, cover staff and teaching assistants. It is important that staff use consistent language when giving rewards and warning students about behaviour. This consistency from all staff will help students know when they have done well and when they have to make a choice about their behaviour.

We want the language we all use in school to be polite and respectful. The use of courteous salutations to each other, as well as general good manners are important to us as a school and should be encouraged at all times. Students and teachers should expect this from each other.

We will pick up on any member of the school lowering their standards in terms of their language and will challenge it. Swearing, cursing, blaspheming and other types of poor language will be challenged and, if necessary, a sanction may be used.

## **6. Searching, screening and confiscation**

The school has a statutory obligation to manage the health and safety of staff, students and visitors and ensure that school discipline is maintained. Under this authority we reserve the right to search and screen students without consent for "prohibited items", these include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

For more information please see the document [Behaviour and discipline in schools, Advice for Headteachers and School Staff](#) January 2016.

## **7. Mobile / Electronic Devices**

The term 'phone' in this policy denotes mobiles phones, iPods, iPads, MP3, MP4 players, Smart watches and any similar portable electronic device. We believe that mobile technologies offer great opportunities for learning. Members of staff will inform students when they may use their mobile devices to support learning. Mobile devices are not to be used in school by students at other times during the school day, other than at break times. Students who choose to use mobile devices inappropriately may have their device confiscated for a set duration (usually until the end of that day). If the problem is persistent we may ask the student to not bring a mobile device to school or hand over the device to a member of staff from 8:25am until the end of the school day.

- Responsibility for personally-owned mobile devices rests with the student and Kingdown School accepts no financial responsibility for damage, loss or theft.
- Kingdown School expects that mobile devices will be silenced at all times; students will also be expected to keep their phones in their school bag or pocket and no mobile device should be visible during lessons.
- The use of mobile devices to intentionally record (photograph, video, audio) any member of Kingdown staff or the student body is prohibited. Individuals using mobile devices to record any member of Kingdown School without express permission will be sanctioned using Kingdown School's disciplinary process.
- The use of a mobile device to bully or harass another student (cyber-bullying) is a major offence, and will be treated accordingly.

## **8. Use of Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm.

For more information please see the document [Use of reasonable force Advice for Headteachers, Staff and Governing Bodies](#) July 2013.

## **9. Monitoring and Reporting**

For the purposes of monitoring and reporting on rewards and behaviour we use the Go4Schools platform. Since September 2012, teachers have been using Go4Schools as a tracking and monitoring tool. Parents

are able to log in (using your email address supplied to the school) and track: attendance, rewards, behaviour, marks, data collections and target grades.

The web address is: <http://www.go4schools.com/> Once on the site, click on the 'Parents' button in the top right corner.

## 10. Exclusions

### 10.1 Ethos

At Kingdown School we believe that learning is the most important reason for being at school. In order to support this ethos, it may be necessary to consider exclusion as a consequence for behaviour which threatens it. However, we view exclusion as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.

### 10.2 Fixed Term Exclusions

A student will always be fixed term excluded if they:

- Swear directly at a member of staff.
- Physically attack another student or member of staff

Other behaviours which may result in a fixed term exclusion include (but are not limited to):

- The bullying or victimisation of another student
- Repeated disruption of the learning of others
- Damage to school property
- Exhibiting indecent behaviours

### 10.3 Permanent Exclusion

In accordance with the Wiltshire SLA, Kingdown School aim to avoid permanent exclusion in all cases. However, there may be occasion when a student's behaviour (either as a significant ongoing issue, or through a single extremely serious event) causes that student's place in the school to become untenable. In this case, Kingdown School will explore a range of options to then best meet the needs of

the child, which may include (but is not limited to) education delivered through an offsite Alternative Provision centre.

#### 10.4 The Equality Act

We take account of the Equality Act and of our duty not to discriminate against students for any reason. We also take account of our statutory duties in relation to SEND needs.

#### 10.5 The decision to exclude

The decision to exclude is made by the Headteacher or, in their absence, two Deputy Headteachers (one of which would usually include the Deputy Headteacher, Inclusion). In such circumstances, the Headteacher will be consulted before a decision is made wherever possible.

The decision to exclude a student is not taken lightly and the Headteacher will:

- Ensure that a thorough investigation has been carried out
- Consider all the evidence available to support the allegations
- Allow and encourage the student to give their version of events
- Keep a written record of the actions taken including the signed statements of witnesses
- Be confident that the procedures detailed later in this policy have been carried out
- Ensure SEND expert advice has been taken into account where appropriate.

Parents will be informed about the decision to exclude, and consulted where appropriate.

The standard of proof applied when deciding to exclude is 'balance of probabilities', i.e. 'in all probability did this happen', not requiring evidence as in a Court of Law 'beyond reasonable doubt'.

Once the decision has been made to exclude, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety.

Work will be provided and either sent with the student or arrangements made for collection.

#### 10.6 Periods of exclusion

The Headteacher may exclude a student for one or more fixed periods which do not exceed a total of 45 school days in a single school year.

During a fixed term exclusion of 5 or fewer days, work will be set by the school for the student to complete at home. This work should be returned completed at the end of the exclusion for marking. For an exclusion of longer than 5 days, the school will arrange full-time educational provision from the sixth day of exclusion.

Before or at the end of any fixed-term exclusion, parents/carers will be invited to attend a reintegration meeting at the school with their son/daughter. This will usually take place with the Deputy Headteacher (Inclusion), but may involve other senior staff as deemed appropriate by the school. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to

preventing the behaviour that led to the exclusion from being repeated. The school will consider all further support needed to help the student, including referral to external agencies if appropriate.

During the first five days of any exclusion, the parents of an excluded student must ensure that the student is not present in a public place during normal school hours without reasonable justification, whether with or without a parent/carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

#### 10.7 Governors' Disciplinary Committee

The school has an academy council (KAC) which has responsibility for reviewing decisions in relation to exclusions. The Disciplinary Committee of the KAC consists of 3 members of the academy council who will be involved in reviewing exclusions lasting 3 days or more.

Parents/carers have the right to appeal to the KAC disciplinary committee a decision to exclude their son/daughter. Full details of how this process and these meetings operate can be found within the Department for Education guidance (2017):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

## 11. Summary

Kingdown School's Behaviour Policy is centred around the child to ensure that their safety is paramount. We aim to create an environment where all students are fully engaged and feel valued. The behaviour policy and procedures that teaching staff follow are designed to achieve these goals and allow each student to thrive in a supportive environment.

Our Behaviour Policy is in line with the following National guidelines:

- [School Standards and Framework Act 1998](#)
- [DfE Behaviour and Discipline in Schools advice for Headteachers and school staff, January 2016](#)
- [Use of reasonable force Advice for Headteachers, Staff and Governing Bodies July 2013](#)
- [DfE SEND Code of Practice, September 2014](#)
- [Equality Act 2010](#)
- [DfE Mental Health and Behaviour in Schools departmental advice for school staff, November 2018](#)

## Appendix 1

### Kingdown COVID-19 Behaviour Policy.

These are unrepresented times, students and staff will need time to settle into a new routine.

Patience and understanding will be the key to a smooth transition back into school life.

Students will take time to reconnect with their peer group and for them to reconnect with the staff. Returning will be a challenge for some of students especially with the social distancing rules. It is important to give them time to reconnect with each other and with being back in school. Together with the school's existing Behaviour policy, the COVID-19 Behaviour Policy will aim to promote a positive and safe atmosphere in which all staff and students can work to the best of their ability.

### Behavioural Expectations

#### Staff will

- Model exemplary COVID-19 safety behaviour.
- Maintain 2m distance from students at all times
- Wear face covering when teaching and moving through corridors.
- Remind students to follow COVID-19 safety rules.
- Report to school nurse or SLT any student they feel is showing signs of COVID-19

#### Students will

- Follow COVID 19 safety rules as directed by SLT.
- Wear face covering (unless exempt) when moving through corridors.
- Follow altered routes for arrival and departure.
- Remain 2 m away from fellow students and staff at all times.
- Bring in all equipment for their use only.
- Follow protocols for coughing and sneezing using a tissue or elbow. (catch it, bin it, Kill it.)
- Wash hands as directed by staff, that is
  - I. Wash Hands on entry into school
  - II. Wash hands on entry and exit from classrooms.
  - III. Wash hands every hour or if face is touched.
  - IV. Wipe down keyboards/mouse before and after use with antiseptic wipes.
  - V. If feeling unwell, report immediately to a staff member.
- Move around school following the one way and queuing systems.
- Remain in their designated year group area and bubble.

#### If a student,

- I. Refuses to follow the social distancing rules from other students or members of staff.
- II. Refuses to wear a face covering (unless exempt) in corridors
- III. Deliberately coughs or sneezes at another student or member of staff.

- IV. Refuses to wash hands or use sanitiser when requested to do so.
- V. Refuses to clean work space after using it.

They will be removed from the classroom/outdoor space by the Duty Teacher and placed into the Referral Room.

The students' parents will be contacted and be required to pick up their son/daughter asap. The parents will be informed that if any further breaches of the School's COVID-19 Behaviour Policy occur, the student's place at school will be reviewed by the Headteacher and Deputy Headteacher (Inclusion) for reasons of safety for the school population.

For more information please see <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>