



KENILWORTH SCHOOL & SIXTH FORM BEHAVIOUR AND REWARDS POLICY

January 2015

POLICY DETAILS

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Member of staff responsible for overseeing that this policy is implemented and regularly reviewed:

Simon Bennett (Assistant Headteacher)

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INTRODUCTION

The purpose of this policy is to state clearly what our expectations of pupils are and to give definition to the partnership which must exist between parents and the school to enable pupils to develop successfully. An essential part of this partnership is good communication and mutual support.

This policy applies to the Upper and Lower School as the Sixth Form Centre has its own contract with students. This reflects much of this document but underlines the partnership there is increasingly with the students themselves. All staff, parents and pupils must be aware of our expectations and involved in discussions about consequences.

The policy is underpinned by the Mission and Values Statement of the school and our Behaviour Code outlined for pupils and staff. We strive to achieve an ethos based on shared aims and mutual respect which is conducive to the learning of all children, where boundaries are clearly defined but where the individual feels valued. We do recognise that there are aspects of behaviour which can be taught and that the use of praise and the opportunities in the curriculum have great effect on the motivation of pupils. In general, however, we do not accept any behaviour which is offensive or causes distress to other be it verbal, non-verbal or physical. In a large and complex school it is not always easy to achieve consistency and the operation of the school needs to be continuously evaluated to see if we are meeting the high standard we set ourselves.

The policy gives an outline of the important aspects which guide our practice but not all of the operational detail. It is, of course, in the detail where the policy is tested and evaluated.

1. SCHOOL ATTENDANCE

The School expectations are that

- Pupils will attend regularly and if absent for any reason parents will inform the School of the cause. A phone call would be helpful on the day of absence and a note on the morning of return.
- Pupils will arrive at School promptly for the start of morning and afternoon sessions i.e: at 8.35.a.m. for the morning session and 1.15.p.m. for the afternoon.
- Pupils are expected to go to all lessons and not to leave the site at lunchtimes or break times without permission.

Parents can expect that

- The school keeps a daily attendance record and will inform them if the pattern of attendance is causing concern.
- The school will acknowledge excellent attendance and punctuality through the Rewards policy (see Section 3).

CONSEQUENCES

- If a pupil's pattern of attendance is causing concern this will result in a letter being sent home. It will also be communicated to the Education Social Worker. Parents will be asked for an explanation.
- If the pupil leaves School at any time during the school day without permission, parents will be informed and a sanction incurred.

- A lunch time late detention will be enforced if the student is late.

Consistently poor attendance will be dealt with by the Education Social Worker and may lead to an invitation to interview at an Attendance Panel and prosecution.

2. BEHAVIOUR IN LESSONS

The school's expectations are:

- Pupils arrive promptly for lessons and are immediately ready to work.
- Pupils come prepared for their lessons with books and equipment.
- Pupils work diligently in lessons to the best of their ability following the instructions of their teacher.
- Pupils do not prevent other children working or the teacher teaching.
- Any classwork or homework set is completed promptly and effectively.

Parents can expect:

- An annual report on the progress of their child giving information about their attainment.
- That any lack of work or effort will be communicated at an early stage.
- That any pupil who is disruptive will be dealt with effectively by the School.
- Homework will be set and checked regularly and consistently.
- That pupils' work will be marked regularly according to an explained and consistent Faculty marking policy.
- Pupils will be praised for excellent work and effort.
- That the BFL sanction system is not a one sided process. At each step along the way we will be communicating with parents. This could be via notes in planners from tutors/subject teachers, at the early stages, through to meetings with Year Heads and ultimately the Senior Leadership Team.

CONSEQUENCES

(Sleuth, a behaviour tracking package, was introduced in June 2012. It is used to track, monitor and report on positive and negative incidents that occur both in and outside lessons.)

- If work is not completed or homework not attempted then a detention may be imposed by the class teacher to enable work to be completed. If a detention is given after school parents will be informed.
- If a student is disruptive during a lesson then the classroom teacher will use the sanction system. After an informal verbal warning the student will incur

an S1 which will be logged on Sleuth. If the disruption to learning continues they will receive an S2 which is also logged on Sleuth. Both of these should be regarded as serious warnings.

- A continuation of this disruption will result in an S3 or an S4. Both carry the consequence of an after school detention and a phone call home made by either the Head of Department or the Head of Year. S3's and S4's will generate a letter that is sent home after the phone call home has been made.
- In the extremely serious case of an S4, the student will be removed from the lesson. An S4 can be given without the preceding S1-S3 warnings being used.
- If a student receives more than 2 detentions in a week then the consequence for the third S3/4 incurred will be Isolation for a full day. In this instance the pupil will be isolated immediately.
- If a student misses a BFL detention, then they will be placed in Isolation for a full-day (usually the next school day). Parents will have already been notified of this action through the BFL detention notification letter.
- Where Isolation is a punishment, following an incident and investigation, parents will be informed via a phone call.
- Isolation is a predetermined period of time, working in silence with a member of staff in the Isolation room. Appropriate work is set by the member of staff. Isolation will result in the loss of breaks.
- In addition to the above mentioned situation, Isolation can be imposed for a variety of extreme or persistent incidences for example defiance, internal truancy or aggressive behaviour. The decision to isolate will be made at the discretion of Assistant Head (Progress, Behaviour & Safety).
- Isolation is the most serious sanction the school can impose before a fixed-term exclusion.
- A fixed-term exclusion can occur when:
 - A pupil persists in behaviour which has previously incurred the above sanctions.
 - There is a single incident of an extremely serious nature.
- If the Head decides to temporarily exclude a pupil from School we will always inform parents by phone at home or work. A letter confirming the exclusion and the reasons for it will be sent home within a day.
- A Re-integration Meeting will be arranged with parents as soon as possible and before the child returns to school. There may be conditions set to enable to child to return successfully following a temporary exclusion.
- If a student refuses to engage with an Isolation placement (for example, refusing to enter the Isolation Room; refusing to work; being disruptive within Isolation) then extra-consequences will be imposed. This may include extending the placement in Isolation into after-school hours or a Saturday

placement. Parents will be contacted prior to any extension of an Isolation placement.

- If a student is given a fixed-term exclusion following a refusal to engage with an Isolation placement (for example, refusing to enter the Isolation Room; refusing to work; being disruptive within Isolation) then they will be expected to complete their period of Isolation on immediate return from the temporary exclusion.
- For a permanent exclusion the School will follow the procedures laid down by the Warwickshire Education Authority.
- In cases of serious, one-off, incidents, or continued disruption, a student may be invited to a Governors Conduct meeting where behaviour-expectations will be clarified and will result in a serious warning to the student about their behaviour.

3. REWARDS

RATIONALE: That teaching staff praise and reward pupils more than sanction. The school wishes to further-develop a culture of learning where positive rewards are embedded. The development of the House System is key to fostering togetherness, identity and a sense of competition.

The school's expectations are:

- That all staff praise pupils as an integral part of good practice each lesson.
- That all pupils will take part in a House Event once per term.
- That all staff reward pupils with House Points via Sleuth regularly.
- That House Points are consistently awarded for a range of reasons, including completing class or homework that is above the usual standard or effort, and for work within the school community. House Points are awarded based upon the Learning to Learn categories: Resilience, Responsibility; Reflection; Reasoning; Resourcefulness.
- That all form tutors share the previous day(s) House Points with tutees each day, where possible.
- That praise and House Points are awarded to pupils more than sanctions.

Parents can expect:

- That the school will hold Celebration Assemblies on a half-termly basis to reward pupils who have a high number of House Points.

- That the type of reward will be chosen with consideration of pupil views (for example, through the School Council).
- That the school emails parents to inform them of positive rewards for their child(ren).
- That each year all pupils in Years 7 – 10 will be given the opportunity to take part in Activity Day. This whole-day event is a celebration of and reward for the good work, effort and involvement of our students.
- That rewards given are publicised through the VLE and the School Newsletter.
- That this policy is reviewed and adjusted frequently to meet the needs of all pupils.

4. PUPIL APPEARANCE

The school's expectations are:

- Pupils take a pride in their appearance and wear the School uniform correctly to and from school and around the school site.
- Pupils conform to the guide-lines (see student Planners) about wearing jewellery and make up. The school expects that students do not use their appearance as extreme statements (for example, prominent hairstyles or tattoos).
- Pupils wear the correct sports equipment and when representing the School ensure that they look smart.
- All items are labelled with the pupil's name.

Parents can expect:

- That the School uniform is clearly defined and reasonably priced. Help will be available in providing uniform items, if parents have a difficulty.
- That they are informed if their child is not coming to School correctly dressed.
- That they have a reasonable time to purchase replacement equipment. That the School has a lost property system.
- That the staff are consistent and vigilant in following up uniform issues.
- That judgements are made quickly about fashion items.

CONSEQUENCES

If a pupil comes to School in non-uniform items, they will be asked to remove them and they may be confiscated.

If persistent breaches of the uniform code occur by the same pupil, a sanction may be put in place. Where possible, parents/carers may be contacted during the day for permission to send the pupil home to alter their uniform before returning to school the same day.

5. MOBILE PHONES

The school's expectations are:

- That mobile phones should not be brought into school.
- That parents/carers may wish for pupils to be in possession of a mobile phone to ensure safety and ease of communication before and after school.
- If a pupil has a mobile phone with them, it should be turned off and kept in their bag, not to be used at all in school.
- Under no circumstances should a phone be kept in a pocket or looked at during the school day.
- That any communication that is necessary between a parent/carer during the school day is made through the appropriate channel. Parents/carers who wish to communicate with their child must contact Main Reception. Pupils who wish to communicate with family members/carers must speak to their Head of Year or relevant Upper/Lower Office.

Parents can expect:

- That any communication that is needed between parents/carers and students will be facilitated as easily and quickly as is possible and practical. If there is an emergency that means a parent needs to contact their son or daughter during the school day, they need to ring the school reception and a message can be passed on promptly.
- To be contacted by the Head of Year/Pastoral Staff when a phone has been confiscated, to be invited into school to collect the phone at their earliest convenience.
- That the school will not return the phone to the pupil, unless there are exceptional mitigating circumstances that prevent the parent/carer from collecting the phone.
- They will be further contacted if a pupil faces sanction for persistently bringing their mobile phone into school.
- That the school will not be held liable for the loss, theft or damage of a mobile phone in school, nor the payment of any bills that a pupil may incur through use during the school day.

- The school will keep a record of any mobile phone/music device incident which will be attached to their child's school file.
- They will receive a letter from school each time there is a mobile phone/music device incident.
- They may need to come into school to discuss an accumulation of incidents.

CONSEQUENCES

- If a pupil is seen with a mobile phone in school – whether using or on their person – then it will be confiscated.
- The phone will not be returned to the pupil directly.
- The phone must be collected by a parent/carer (unless there are exceptional mitigating circumstances that prevent the parent/carer from collecting the phone).
- If a pupil persistently brings a phone into school, requiring confiscation and subsequent warnings, sanctions may be put in place.
- If a pupil refuses to hand over their mobile phone they will be sanctioned, possibly with an Isolation placement or Fixed Period Exclusion.

6. VIOLENCE AND BULLYING

The school's expectations are:

- That there will be no use of physical violence between any members of the School community.
- That threatening language is treated as seriously as physical violence.
- That no discriminatory language is used. This could be related to race, sex or disability.
- That no member of the school community is made unhappy by the unkind actions of others.
- That students should be able to travel to and from School in safety.
- That students can move about the school in safety.

Parents can expect:

- That they will be informed if their child is the victim of violence or bullying.
- That if their child is the perpetrator of violence or bullying that they will be informed.
- There will be a full investigation of any incident and notification of the outcome.

- That the School staff are trained to identify and deal effectively with incidents of bullying.
- That the Head will be informed of serious cases and will deal with them.
- That if parents have concerns that their concerns will be treated seriously.
- In serious cases of violence the parents of victims will be supported in any complaint made to the police.
- That pupils and parents are aware of the various avenues through which bullying can be reported. For example: via Form Tutors, Teaching Staff, Heads of Year, the SLT or through the “Bullying Incident Report Form” on the VLE.

CONSEQUENCES

- Any incident of bullying will result in parents being informed. The course of action will depend on the victim’s needs. Proven cases of bullying will be recorded on file.

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Any violent incident between pupils in School may be dealt with by an exclusion.

- Serious incidents of violence may lead to permanent exclusion. The incident will be included in the pupil's file. The School will recommend that parents make a complaint to the Police.

If a pupil swears at a teacher or uses threatening language this will result in fixed-term exclusion or a suitable, equal alternative (e.g. a longer placement in Isolation).

7. RESTRAINT OF A PUPIL

The following is outlined with regard to legislation (Education and Inspectors Act 2006) and government guidance ("The Use of Force to Control or Restrain Pupils: non statutory guidance for schools in England (DCSF 2007); "Screening and Searching Pupils for Weapons: Guidance for School Staff (DCSF 2007)).

The school's expectations are:

- That only on rare occasions it may be necessary for a member of staff to physically restrain a pupil.
- The use of physical intervention should, wherever possible, be avoided. It is an expectation that staff only physically intervene with a pupil(s) if there is no obvious alternative.
- Staff will only employ this:
 - to prevent personal injury to the child, other children, an adult;
 - to prevent serious damage to property; ○ in exceptional circumstances (within reason); ○ not as an act of punishment.

This action must be proportionate to the behaviour of the individual to be controlled.

Parents can expect:

- Physical intervention from staff is an action that is taken to prevent injury or criminal damage and is only undertaken if no obvious alternative is available to prevent this occurring.
- Risk assessments will be made of any pupils that the school feel potentially could require physical intervention.
- That they will be made fully-aware of such Risk-Assessments/concerns.

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CONSEQUENCES

- All incidents where physical intervention has occurred will be reported to the Assistant Head (Pastoral Care).
- In cases where inappropriate intervention/ restraint has been used will be brought to the attention of the Head by Assistant Head (Progress, Behaviour & Safety).
Any incident that has required physical intervention from staff will be reported to parents as a priority.
- Any incident of physical restraint is subsequently investigated and reviewed by the Headteacher.

8. USE OF HARMFUL SUBSTANCES

The school's expectations are:

- Pupils obey the law and the School Code in relation to smoking, drinking alcohol and using other drugs or substances.
- Pupils should not smoke or bring cigarettes, matches or lighters into the School. Pupils should not smoke to and from school or at any time in School uniform.
- Illegal drugs will never be brought on to the School site and pupils will not participate in their use at any time.

Parents can expect:

- The school has a Drugs Policy.
- The school does have a programme to educate pupils in all aspects substance abuse.
- The School will inform parents if it has concerns about their child in any of these matters. The School may decide to involve the police.

CONSEQUENCES

- If a pupil is caught smoking in or around School then this will result in a fixed-term exclusion or a suitable, equal alternative (e.g. a longer placement in Isolation).
- If a pupil is caught in possession of an illegal substance they will be excluded and the police informed on the first offence.

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- If a pupil is caught dealing in illegal substances they will be either permanently excluded from the School or Alternative Provision will be put in place, and the police informed.
- If a child is caught with alcohol or other solvent they will be immediately sent home and parents invited in for interview.

9. BEHAVIOUR IN THE COMMUNITY

The school's expectations are:

- The pupils will behave with courtesy and respect while travelling to and from school and when out on school business.
- Pupils do not smoke on or near the school site or when in school uniform.
- Pupils will show respect for our neighbours and local community.
- Visitors will be welcomed by all pupils in school.

Behaviour and Rewards Policy

Pupils will act with due regard for their own safety and the safety of others.

Parents can expect:

- They will be informed if their child has behaved in a manner which falls short of what the school expects.
- The school will take seriously any incident which happens involving pupils as they travel to and from school.

CONSEQUENCES

- The whole range of school sanctions can be used for incidents of misbehaviour to and from school.

10. CHILD PROTECTION

The Child Protection Policy is a separate document that is summarised below.

Designated Staff for all concerns related to Child Protection:

MR S BENNETT (Child Protection Officer)

MRS N. DANDY (Child Protection Officer)

MR N MUMMERY (Child Protection Officer).

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If none of the above are available, referrals are to be made to the Headteacher. If the Headteacher is unavailable, referrals are to be made to the Deputy Head Teacher.

Under the Education Act 2002 (Section 175), schools must make arrangements to safeguard and promote the welfare of children. Parent/carers should know that the law (Children Act 2006) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible, seek their consent to a referral to Social Care. *This will only be done where such discussion will not place the child at increased risk of significant harm.* Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

The Policy contains five main elements:

- **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
- **GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

- PROCEDURES for identifying and reporting cases, or suspected cases, of abuse.
- SUPPORT TO PUPILS who may have been abused.
- PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN
Our Policy applies to all staff and volunteers working in the school (education support services). Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school Governors.

PROCEDURE FOR THE SCHOOL WHEN CONCERNED FOR THE WELFARE OF CHILDREN AND YOUNG PERSONS

Every case of possible child abuse or risk of “significant harm” identified within the Kenilworth School and Sports College must be reported to the designated person without delay (matters should never go unreported overnight).

It is the designated person’s responsibility to decide whether there should be an immediate referral to Children’s Services or the Police, further discussion with colleagues outside the school or an agreement to monitor the child. (See Section 3 of Warwickshire Local Safeguarding Children Board Inter-Agency Procedures for contact details).

In rare cases of serious physical injury, it may be necessary to arrange immediate medical treatment for the child. An ambulance should be called and, where necessary, the child will be taken to the Accident and Emergency Department of a hospital. The suspicion of abuse must be made known by the person accompanying the child.

[Note: the responsibility for the medical investigation of significant harm lies with the Community Physician [Child Protection].]

Once the decision has been taken to make a referral, the designated teacher or their deputy will contact the Children’s Services team (where the abuse took place). If the child lives outside Warwickshire, use the procedures for that Local Authority.

The Duty Officer will note the referral and confirm with the Duty Team Manager what action will be taken. If the designated person does not receive a response, they must seek clarification from the Duty Team Manager.

The designated person will need to agree what action should be taken for the immediate support of the child. This should include what time the child or young person will be going home and with whom. It is important that there is a clear understanding about how the parents or carers are to be informed of the referral and by whom. A written note of the agreements reached should be kept by the referrer.

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The appropriate member of staff (possibly the member of staff originally involved – ie the designated person) should continue to support the child in accordance with the plan agreed with the Duty Officer.

The confirmation referral form (mark confidential/restricted access), must be completed by the designated person or their deputy. If all the information is not immediately available, this should not delay the form being sent. As much detail as possible must be given as this will help them to cross-reference the referral with other information held by other agencies and reach a decision about appropriate action. The form may be faxed or posted to the Children's Team. The educational setting making the referral should keep a copy and forward a copy to the Education Safeguarding Children Manager.

A referral may result in:

- No action.
- An assessment under Section 17 for Family Support Services; ('a child in need') with parents' consent.
- Acceptance of a referral under Section 47 for a Child Protection investigation; ('a child suffering from or at risk or suffering from significant harm').
- Further investigation before a decision can be made.