



KENILWORTH SCHOOL & SIXTH FORM BEHAVIOUR AND REWARDS POLICY

OCTOBER 2018

POLICY DETAILS

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

Simon Bennett (Deputy 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 all key stages. 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 others 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 8.35a.m. for the morning session and 1.15p.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 and should not be out of bounds.

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 Parents will be asked for an explanation. Further detail can be found in the attendance policy.
- 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 Head of Year and through possible referral to ACE (Attendance Compliance Enforcement) and may lead to an invitation to interview at an Attendance Panel and /or 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 FAR (Feedback Action response) 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 phonecalls or notes in planners from tutors/subject teachers, at the early stages, through to meetings with Year Heads and ultimately the Senior Leadership Team.

CONSEQUENCES

(ClassCharts, a behaviour tracking package, was introduced in September 2017. 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 departmental 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 BFL sanction system. After an informal verbal warning the student will incur an S1 which will be logged on ClassCharts. If the disruption to learning continues they will receive an S2 which is also logged on ClassCharts. 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

classroom teacher. S3s and S4s will generate a notification on ClassCharts along with the phone call home.

- In the extremely serious case of an S4, the student will be removed from the lesson. If an incident is serious enough an S4 can be given without the preceding S1-S3 warnings being used. Students who are given an S4 will be removed from the lessons and escorted to the isolation room.
- In the case of a student being removed from lesson, they will also lose the next break or 20 min of lunch for period 3. Period 4/5 S4s will result in the loss of first break the next day.
- When a student has been S4d, the classroom teacher should, where possible, meet with the student, ideally before the next lesson, to discuss and resolve the problem which led to the S4.
- 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 or late detention, or is disruptive during a detention, then they will be placed in Isolation for a full day (usually the next school day). Parents will have to be notified of this action through ClassCharts.
- Where Isolation is a punishment, following an incident and investigation, parents will be informed via a phone call and a notification via ClassCharts.
- 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 and will last until 4.30p.m. In addition to the above mentioned situation, Isolation can be imposed for a variety of extreme or persistent incidents for example defiance, internal truancy or aggressive behaviour. The decision to isolate will be made at the discretion of the Head of Year or the Deputy for pastoral/behaviour.
- 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 the 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

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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.
- Persistent disruptive or defiant behaviour or behaviour that compromises the safety of the student or other students/staff can result in the student having a conduct meeting. These are with senior staff, escalating through different stages of seriousness and are part of the 'steps to inclusion' process. The meetings are designed as a warning to the students but also as an opportunity to discuss strategies to avoid reoccurrence of the behaviour problem/s.
- 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 staff reward pupils with House Points via ClassCharts 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 weekly.
- That praise and House Points are, overall, awarded to pupils more than sanctions.

Parents can expect:

- That the school will hold Celebration Assemblies on a 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 keeps parents up to date about positive rewards for their children through ClassCharts.
- 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 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 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 a student arrives at school in incorrect uniform, parents may be contacted and asked to bring in the correct uniform. In more extreme cases, students who are not in correct uniform may be kept out of circulation in isolation during the day or until appropriate uniform has been brought in.

5. MOBILE PHONES

The School's expectations are that students should avoid bringing mobile phones into school unless absolutely necessary and that bringing them into school is a privilege that can be lost if it is abused.

Students are allowed to bring their phones into school (so that parents/carers can make contact regarding after school arrangements or similar at the end of the day) but these should **be turned off and kept in bags at all times.**

If a student needs to use their phone to contact a parent/carer they should go to their Head of Year or to upper or lower office to ask for permission. They should not make contact without permission.

At sixth form students are permitted to use their mobile phones outside of lessons but they are not permitted to use them in lessons without staff permission.

Confiscation:

- Staff are entitled to confiscate mobiles if they are being used outside of the circumstances described above.
- First offence – if a student has their phone confiscated it will be returned to them at the end of the day and their name will be recorded and contact with home will be made to inform parents/carers of the incident.
- Any subsequent offences – the student will not receive their phone back on the same day and a letter will be sent home requesting the parents to come in to school to collect the phone.
- Any persistent repeat offenders may have the privilege of bringing their phone into school removed.

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.
- The school has a strict 'hands off' policy and there should be no incidents of physical aggression, even in 'play fighting'.

- That threatening language is treated as seriously as physical violence.
- That no discriminatory language is used. This could be related to race, gender 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. A log will be kept of any bullying and cases are reviewed to ensure that there have been no repeats.
- 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.
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.

CONSEQUENCES

- All incidents where physical intervention has occurred will be reported to the Deputy 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 (including 'legal highs').
- Pupils should not bring any 'vaping' or 'ecigarette' material into school and use of these is prohibited in school.
- 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 and 'legal highs' 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 of 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.
- 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. SEARCHING AND CONFISCATION

The school's expectations are:

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- Any member of staff who has reason to suspect that a student is in possession of any prohibited item/substance (including anything deemed to be dangerous/any form of weapon/ drugs/controlled substances/any items prohibited by the school) can refer this to a member of staff who has the power to search (Delegated by the Headteacher to Heads of Year and Senior Leadership Team) following the DfE guidance regarding searching and confiscation: 'General power to confiscate Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Where the person finds other substances which are not believed to be controlled drugs/weapons these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug.'

Parents can expect:

- The school will inform parents in any instance where a search has been necessary
- Where appropriate any prohibited items found will be handed to parents

10. 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 or 'vape' 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.
- 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 on the journey to and from school.

11. 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 (Designated Safeguarding Lead)

MR N. MUMMERY (Child Protection Officer)

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.

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.

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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.

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.