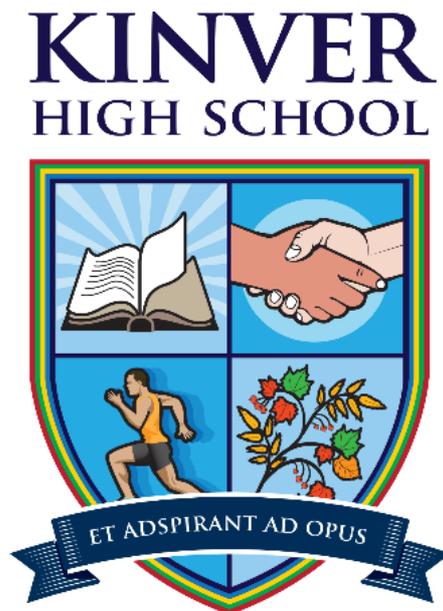


Behaviour policy and statement of behaviour principles

Kinver High School & Sixth Form



Approved by: Governing Board

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**Next review due
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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline the use of **rewards and sanctions** by reference to the appropriate policies

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Dfe and ACPO document: Drugs: Advice for Schools](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

:

Misbehaviour is:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Poor punctuality to school and/or lesson

These are examples of misbehaviour and the list given is non-prescriptive and non-exhaustive. Any action or inaction of a student that, in the reasonable opinion of a member of staff of Kinver High School is misbehaviour, will be dealt with in accordance with the terms of this policy.

Serious misbehaviour is:

- Repeated breaches of the school rules
- Refusal to co-operate with the instructions of a member of staff
- Failure to attend lesson without reasonable explanation
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation (this includes “sexting”)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs and/or associated paraphernalia
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

These are examples of misbehaviour and the list given is non-prescriptive and non-exhaustive. Any action or inaction of a student that, in the reasonable opinion of a member of staff of Kinver High School is serious misbehaviour, will be dealt with in accordance with the terms of this policy.

Positive behaviour is:

Any action or inaction of a student which a member of staff recognises as positive

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in the Kinver High School and Sixth form Anti-bullying Policy and this policy should be read in conjunction with this policy

5. Roles and responsibilities

5.1 The local governing board

The local governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and objectively
- Using the Rewards Policy and Student Disciplinary Policy consistently and objectively

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording immediately behaviour incidents on the Edge (learning platform) student record
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student charter
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Comply with their responsibilities under the Home School Agreement

6. Student Charter (Student Code of Conduct)

- Students at Kinver High School & Sixth Form are expected to adhere to the provisions of the Student Charter as set out at Appendix 2.
- The Student Charter is displayed in every classroom and around the public areas of school and is printed in the student planner

7. Rewards and sanctions

7.1 Rewards

Positive behaviour is recognised and rewarded at Kinver High School.

Positive behaviour is rewarded in accordance with the terms of the KHS Rewards Policy

7.2 Sanctions

Unacceptable behaviour will not be tolerated at Kinver High School.

The school will respond to incidents of misbehaviour and serious misbehaviour in accordance with the KHS Student Disciplinary Policy.

7.3 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.4 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviours and a positive culture within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student charter
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement and rewarding positive behaviour in accordance with the KHS Rewards Policy
 - Use the appropriate sanctions in accordance with the KHS Disciplinary Policy to ensure that students' learning is not disrupted

8.2 Physical restraint

In very limited circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported on the Edge and to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation), available at: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Student transition

To ensure behaviour is continually monitored and the correct support is in place, information relating to student behaviour issues is stored on the Edge and is accessible by all staff at all times.

Information on behaviour issues will also be shared with new settings for those students transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and local governing board at least annually, or sooner if there is a necessary change to behaviour management procedures within school.

At each review, the policy will be approved in the first instance by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies and should be read and interpreted in conjunction with them:

- KHS Exclusions policy
- KHS Anti-bullying Policy
- KHS Safeguarding policy
- KHS Rewards Policy
- KHS Student Disciplinary Policy

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the relevant policies
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The local governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2

Student Charter

Be Prepared:

- * Have a high level of attendance, arrive at school on time and be punctual to lessons.
- * Bring the correct equipment.
- * Be smart in appearance and wear the correct uniform.
- * Listen carefully and follow instructions.
- * Use your planner and 'Edge' effectively to complete homework and check on 'my academic progress and behaviour'.

Be Ambitious:

- * Work hard and have high aspirations; complete classwork and homework to a high standard and on time.
- * Be focused on improving yourself and do not distract others.
- * Talk to us about your worries and what you want to improve.
- * Take a full and active part in school life, i.e. clubs, activities and leadership roles (Youth Forum, Worry Warriors, Prefects, etc.)

Be Proud:

- * Be responsible for your own actions.
- * Be respectful to your school and its surroundings; Do not graffiti, drop litter or vandalise.
- * Be polite; Good manners are important.
- * Be appropriate, if there is an issue, wait until the member of staff gives you permission to discuss it constructively.
- * Treat staff and students with respect.

Be Safe:

- * Ensure your behaviour does not harm yourself or others;
Do not say unkind/unhelpful things
- * Be aware of how to keep yourself safe and happy at school.
- * Follow the schools E-Safety policy.