

C (9) QK BEHAVIOUR POLICY

MANAGEMENT OF BEHAVIOUR

The Management of student behaviour is the responsibility of **all** staff at **all** times. It needs to be understood that consistent implementation of agreed systems not only provides the framework within which effective learning can take place but also provides support for colleagues. Any individual abdication of responsibility will make colleagues' jobs all the harder.

The Behaviour Policy is made up of the QK Way, Classroom Rules, and Movement around QK, Detention Systems, **Reports** and Rewards

1. Aims

- a) To build a set of expectations and behaviours of staff and students that supports the school aim.
- b) To highlight and support the concept of the classroom and the school as a 'Place of Learning' with - by necessity - an associated set of rules.
- c) To adopt an approach to behaviour management that reinforces positive expectations and develops partnership with home.
- d) To raise awareness of the relationship between the school organisation, curriculum and behaviour.

2. Key Principles

Very clear, simple expectations to be explained to all students and put on display in all classrooms and related areas:

- a) Limited number of classroom rules is appropriate, based on the QK way. Department-specific rules can also be set where necessary.
- b) Use of praise is a very important motivating factor.
- c) Distinguish between minor and major offences.
- d) Any issues that arise are to be dealt with as close-to-source as possible and as quickly as possible. Resolution through the Reconciliation process is needed prior to the next lesson.
- e) Proactive rather than reactive approach - To anticipate and prevent problems in the future.
- f) Departments must have a clear internal referral procedure with serious incidents to be immediately passed onto the external referral room. In both cases, incident sheets must be completed.

Classroom Rules

1. Listen carefully and follow teachers' instructions
2. Work to the best of your ability
3. Treat everyone their work and equipment with respect
4. Come to lessons on time and fully prepared
5. Raise your hand before asking or answering a question
6. Where appropriate remain in your seat unless directed to move

Movement around QK

1. Walk around the school building sensibly and calmly
2. Don't run in the school building
3. Don't obstruct corridors, doors and exits
4. Keep to the left at all times

Health and Hygiene

1. Keep the school and its surroundings clean
2. Throw all litter in bins
3. Don't smoke, drink or take drugs

Property

1. Treat school buildings and property with care
2. Respect other people and their property
3. Wear only appropriate clothing and accessories in school
4. Mobile phones, walkmans and headphones should not be in school
5. Mobile phones must not be taken into exams
6. If you bring valuables into school, they are your responsibility
7. Don't bring any illegal or dangerous items into school

Guidelines for Good Practice – Refer to D(9) as well

Good Classroom management and well-organised lessons are crucial to ensuring good standards of behaviour. Teachers should:

- a) Know students as individuals.
- b) Organise the classroom and the lesson to keep students interested to minimise disruption. This will include a **published and visible seating plan** that the teacher may vary from time to time.
- c) Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them.
- d) Continually scan or observe the behaviour and learning of class.
- e) Be aware of and control personal behaviour, e.g. stance, tone of voice.
- f) Model the standards of courtesy they expect from students.
- g) Emphasise the positive, including praise for good behaviour as well as good work.
- h) Ensure rules for classroom behaviour are clear to students.
- i) Make sparing but consistent use of reprimands - being firm rather than aggressive, targeting the right student rather than the whole class, criticising the behaviour not the person, use private rather than public reprimands wherever possible, being fair and consistent and avoiding sarcasm or idle threats.
- j) Avoid sending a student out of a classroom for any length of time. If a student needs to be removed, use the department internal referral timetable.
- k) Model 'The QK Way'

The QK way helps us all to take responsibility and achieve our full potential where all students and staff at Quintin Kynaston treat each other with respect.

Remember students will test the boundaries of acceptable behaviour and our success is tested not by our absence of problems but by the way we deal with them.

At Quintin Kynaston we believe that;

- a) Good conduct in the classroom is largely dependent upon: clear direction to student, establishing ground rules for behaviour, using teaching methods that interest, challenge and extend students and employing differentiated learning techniques.
- b) Teachers should maintain class records in which they record lesson attendance, lateness, lack of equipment, homework details, assessment information etc.
- c) Teachers should have home contact information in their record folders to allow positive and negative comments to be passed on quickly to parents. When contact with home is made a copy should be kept and then communicated through the distribution of the parent/carer consultation forms to the tutor and DOL.
- d) Students should not leave a lesson without a very good reason, in such a case; a note must be placed in the student's planner. Students will be challenged and sent back to class if they do not have this.
- e) Basic routines should be followed at arrival on lesson: enter silently/quietly outdoor clothes/non uniform tops, caps should be removed before entering, equipment out and bags on floor and no chewing.
- f) Door closed and get on with work, starting with aims of the lesson (Targeting Learning Outcomes') being written into books when required.
- g) Administration (register, daily attendance sheet, homework check) done clearly and formally at the start of the lesson.
- h) A specific time for setting of homework should be made, students should be calm and affective and discussed in an orderly fashion. Also allow time for packing up, completing any necessary reports, tidying resources away.

Management of Behaviour outside the classroom

The maintenance of good behaviour around school can be very different from the behaviour when closely supervised in lessons. Such times include change of lessons, break, and lunch times and after school. To facilitate safe, calm and swift movement around school, there is no substitute for frequent, consistent messages to students about what is expected, reinforced by all staff at every opportunity. Everyone is expected to behave sensibly and show consideration of others and adhere to the QK way. An incident sheet should be written and passed onto the tutor, HOF and DOL for those who fall below expectations.

This means walking no running, no pushing, dawdling or shouting. All 'No Entry' notices for examinations must be respected, so students must not pass by the sports hall/drama centre at those times.

To support this:

- a) At change of lessons senior staff will be on duty to oversee the site. Location of these duties may be varied depending on any patterns of behaviour.
- b) At end of lessons, staffs dismiss their class in an orderly fashion, a group at a time.
- c) At break and lunch teaching staff clear their floor and the building. DoL's are expected to open their 'Year floors' for KS3 students during wet breaks.
- d) Teachers to be encouraged to open their classrooms for negotiated and scheduled activities. These must be supervised.
- e) Unless students are in a classroom with a teacher's permission at break or lunch they are expected to be off all teaching floors.
- f) Student 'prefects' are given a wide range of responsibilities during lunch breaks.

Classrooms

- Desks are placed so students can see the teacher and board and the teacher can see students' faces.
- Standard information, professionally displayed: course outlines, level descriptors, key vocabulary, model units with grades, (laminated to extend life) etc must be displayed.
- Seating plans visibly displayed.
- Student work professionally displayed with level and year group, but no name/date. Imaginative use of levels/space for display, including diagonal 'clothes line'.
- Plants and relevant artefacts displayed, resources stored for easy access and retrieval, no clutter or rubbish in evidence.
- Graffiti quickly removed (take action if student caught, report immediately if not), damaged display quickly replaced.
- Door always locked when the room is unsupervised.
- Classrooms must be a visibly interesting environment stimulating the desire to learn.

Beginning of Lesson

- Teacher arrives punctually, stands by the door, and welcomes students in.
- Students remove non uniform coats, tops and jewellery outside the classroom and enter in silence; students get rid of food/gum, take out equipment, and put bags on floor as directed by teacher. Year 7 and 8 stand behind the seats until told to sit, as directed by the teacher. All students sit according to teacher specified seating plan.
- When a teacher closes the door, subsequent arrivals are late (Teacher to record these on lesson monitor).
- At the beginning of the lesson learning outcomes are to be explained and how they will be assessed. Teachers use targeted questioning to assess whether students understand what they have been told.
- Unless for a specific reason, each lesson also starts with aims, objectives written into books with targeted learning outcomes which are explained and checked for understanding. If appropriate, homework can be explained and written in diaries at this point.
- Teachers re-enforce ground rules: those calling out are ignored, nobody talks when somebody else is speaking, students are told how long they have for each task and requirements for noise levels (e.g.: 'Silence for next 10 minutes)', 'quiet work for 5 minutes, then when I tell you, 10 minutes silent work'.

C (10) Strategy to Encourage and Support Good Behaviour

REWARDS

The range of types and frequency of rewards that apply to all Year Groups

(i) Pastoral

| Source | What for | Frequency | Get what | How awarded |
|-----------------------------|---|------------------|---|---|
| <u>Pastoral Teams</u> | <ul style="list-style-type: none"> • 100% attendance • 100% punctuality • Improvement in punctuality • Improvement in attendance | Termly | Certificate and prize | At Termly assemblies – on calendar, attended by SLT |
| Tutor | <ul style="list-style-type: none"> • Contribution to Tutor group • Contribution to year | ½ Termly | Certificate | At ½ Termly (as above) |
| DOL | <ul style="list-style-type: none"> • Contribution to year group • Student of the week | Termly Weekly | Certificate and prize | Termly |
| Head Teacher | <ul style="list-style-type: none"> • 100% attendance for a year • 100% punctuality for a year • Contribution to the school • Bodrul Islam Award • Year 9/11 – Academic Achievement Award | Yearly | Certificate and prize Prize raffle for 100% attendance | At annual celebrations |
| <u>Pastoral/Departments</u> | <ul style="list-style-type: none"> • Nominations to DOL's of students who should receive awards for – Effort, Achievement and Attainment in each subject | Yearly Termly | Certificate and prize Certificates | At year group and annual celebrations |

ii) Curriculum

| Source | What for | Frequency | Get What | Currency (if relevant) | How awarded |
|----------------------|--|-----------|---|------------------------|--|
| <u>Subject Staff</u> | Fantastic effort, behaviour, quality work lead to MERITS | Ongoing | KS3 <ul style="list-style-type: none"> • 25 merits = Merit certificate • 50 merits = Bronze certificate • 75 merits = Silver certificate • 100 merits = Gold certificate • | | Always at assembly (student must count up and present for certificate) |
| | Any single outstanding piece of work | Ongoing | Praise cards | N/A | Awarded at Key Stage assemblies and publicised in QK News |

Exceptionally Good Behaviour Around School

All Key Stage 3 Year Groups will be awarded Merits in the same way, and with the same currency, as during curriculum time. KS4 Year Groups have a commendation page in their diaries.

- a) Praise cards have been designed by students. These can be different for Key stage 3 and 4, at the discretion of departments
- b) Assemblies
 - Half termly cycle of Key Stage 3,4 and 5 assemblies
 - Year assemblies at end of each half term for rewards, attended by relevant SLT
 - SLT assemblies half-termly to issue Certificates of Excellence and gold certificates
 - QK News used to acknowledge exceptional behaviour
- c) All parts of the system to be entered in the school calendar

C (10) Management of Poor Behaviour

What is Unacceptable Behaviour?

Any form of aggression, verbal or physical harassment, intimidation, racism, sexism or homophobic comment is unacceptable and will not be tolerated anywhere in the school. Disruptive behaviour in the classroom that interferes with learning is also unacceptable.

What happens when classroom behaviour is unsatisfactory?

(i) Minor Incidents (Level One Bad Behaviour)

| <u>Level One – Examples</u> | | <u>Sanctions</u> |
|---|---|---|
| Teasing Pushing in Interrupting a teacher Attention seeking Clowning around Avoiding work No equipment / books Class work not finished Homework not done Uniform incomplete Chewing/eating/drinking | Dropping litter Lack of concern Unruliness in corridor/on stairs Running on corridor Rowdiness Arguing Cheekiness Throwing in classroom Writing on desk Out of seat without permission Lateness | Subject teacher or Tutor expected to deal with incident using appropriate sanction. If it is an incident at break or lunch-time, the member of staff witnessing it is expected to write an incident sheet separated to Tutor, DoL and Associate Headteacher, Student Welfare |

- a) Classroom rules on display; infringement leads, to action from teacher. A range of strategies are available that staff may use at their discretion:
- Verbal reprimand
 - Move student to another seat
 - See student privately at end of lesson
 - Detain at break, lunch or after school
 - Issue other work to be done at home
 - Name on board and system of crosses by name for any repetition and specific consequences explained
 - Seating plan on board; without explanation, teacher enters and ticks and crosses to indicate positive/negative behaviour; consequences made clear at end of lesson i.e. a variety of strategies can be employed by class teacher; policy not necessarily a prescriptive list of actions and consequences
- b) If, at any time, a student persists in disrupting the learning of others, they may need to be sent outside the classroom for a **very short time** (not more than 5 minutes). Unless a very short sending out was used for a 'cooling off', any student sent out will need to attend an after-school meeting on the same day to resolve issued with their subject teacher. At the end of a lesson where a student was sent out, the subject teacher must give out a form to be completed by the student and brought to a reconciliation meeting at 15:30 in the department base. Evidence of the internal referral must also be logged in the referral room using the "staff request for students" form – An incident sheet must be completed

(ii) **Persistent / recurring minor incidents: (Level Two Bad Behaviour)**

| Level Two - Examples | Sanctions |
|---|---|
| Persistent level one behaviour Arguing back with a teacher or other adult Cussing Refusing to follow instructions Rudeness to a teacher or other adult Graffiti Serious disruptive behaviour in class Verbal abuse Smoking Leaving site without permission | Whenever possible, the subject teacher will deal with the issue by issuing an additional sanction. If support is felt necessary or appropriate, and the initial incident(s) occurred in lesson time, there should be referral to the Director of Learning, who will administer appropriate sanctions If a student displays persistent level two behaviour within a classroom, the Referral Room |

- a) Departments must have procedures in place for dealing with recurring offences, e.g.:
- Referral to HoF
 - Removal from class to a referral lesson within the department (or within a paired department) - should lead to a department detention
 - Contact with home - standard letter, phone call
 - Internal, depart-based exclusion from lesson for a fixed period of time
 - Refer to - consult with DOL - possibly put on report, refer to Inclusion department
- b) There needs to be a fixed rota for department detentions
- c) Subject staff must complete an incident sheet

(iii) Major Incidents (Level Three Bad Behaviour)

| Level Three - Examples | Sanctions |
|---|--|
| Persistent Level two behaviour Very sudden, serious one-off incidents Fighting Drugs Alcohol Weapons Violence Steaming/rushing in Corridors/playground Racial abuse Homophobic abuse | Swearing at staff Defiant refusal to do as told Vandalism Sexual harassment Truancing from lessons Truancing from school Physical abuse of staff Extortion Bullying Theft Director of Learning in consultation with Line Manager, or SLT decide on the administration of appropriate sanction(s). Any recommendation for exclusion to be confirmed by Discipline Post holder. |

These include fighting, assault, abusive language to staff or another student, wilful and ongoing disobedience, bullying racism, sexism.

- a) The student may be sent with an incident sheet to the 'referral room' OS1. This is to be staffed by middle and senior managers.
- b) All students arriving there will be given a planning sheet to complete which ensures they reflect on which classroom rules they have broken and plan their part in a reconciliation meeting at 15:30 the same day. They will then continue with their work in silence. Director of Learning on duty will ensure records are kept, that these records get to the 15:30 meeting. This meeting between class teacher and student must have a time limit (10-15 minutes) and the outcome of the meeting recorded. All DOL's will be on duty each day at 15:30 15:45.
- c) Possible outcomes
 - Daily report for one week
 - Department detention
 - Referral with DOL about further possible action such as school detention, referral to Inclusion Department
- d) The role of School Detention must be established as a very serious sanction that is used in very special circumstances; Le. after a student has been given, and failed to comply with a subject teacher detention, then a department detention; or after a fixed number of DoL detentions; or after a very serious 'one off' incident
- e) School detention needs to be seen in the eyes of student as punitive, and something to be avoided at all costs. Therefore, no friends allowed to wait for detainees
- f) All students placed in school detention via letter home from DoL. Letter copied to Head teacher's PA to complete list for SLT on school detention duty on Fridays
- g) There needs to be a stage in the 'sanction process' for SLT to have a role when DoL interventions do not lead to improvement in a student's behaviour. The range of options available to use will include:
 - Contact with home by SLT and on report to SLT with an earlier start (8:40)
 - Direct referral to School Detention by SLT
 - Internal exclusion (based in Referral room)

- j) Any recommendations for a fixed term or permanent exclusion must come from SLT after full investigation and discussion with DoL

Sanctions available include:

- Send to Referral Room contact home by phone or letter
- Detention – subject teacher, Director of Learning, Senior Management
- On report – to tutor, Director of Learning or Senior Management
- Parents in
- Referral to Inclusion Department for involvement of other agency/agencies
- Extra work
- Extra duties
- Governors' disciplinary committee
- Restorative Justice Programme
- Fixed term exclusion
- Permanent exclusion

Roll of QK Police Officer

The School's based Police Officer is available to support staff if a suspected Criminal Offence has occurred. The Police Officer has the authority to conduct searches of student's property.

School Uniform is compulsory at Quintin Kynaston School.

All students must wear the correct school uniform at all times. A full list of uniform requirements is available from the school office. It is the outward face we present to the community, and we expect students to wear sensible and appropriate dress without fashion accessories – this includes hairstyle and footwear. Those who do not comply with school regulations will be sent home, after a telephone call to parents/guardians.

All staff are expected to consistently enforce the strict uniform rules. This includes challenging students, sending letters home, contacting parents, discussing issues with the DoLs.

Compulsory Uniform

- Navy blue skirt or trousers
- Pale blue QK polo shirt
- Navy blue QK zipped sweatshirt or Navy blue QK fleece
- Black shoes

P.E. Kit

- White QK t-shirt
- Navy blue shorts
- Navy blue jogging bottoms
- White socks

No jewellery is permitted **except** 1 pair of stud earrings, a watch.

Caps/ hoods are **not** permitted in the school building.

No valuable items can be brought to school (mobile phones, walkmans etc).

Religious Clothing and adornments

QK is respectful of all religions and aims to provide opportunity for students to express their faith. To this end QK agrees that symbols of religion e.g. crucifix, crescent worn in a chain form can be worn around the neck, but must be removed for Physical Activity. All other jewellery is unacceptable in accordance with the uniform policy.

QK allows students to wear various headdress including the hijab, skullcap and turban to support students religious expression. These can be worn in addition to the full school uniform. Full School Uniform may not be replaced by alternative religious or other clothing.

Sixth Form Dress Code

In the Sixth Form there is no specific uniform policy, but students are expected to wear appropriate dress that is suitable for wear in the workplace. Decisions regarding the appropriateness of clothing in the Sixth Form will be determined by the Director of Sixth in conjunction with the Headteacher.

C (11) Record Keeping

Incident Sheets / Parent Carer Consultation Sheets

The Incident Sheets should only be separated by the person taking the action.

- a) There is a clear, simple way of recording all negative incidents as speedily as possible. This is the 'Incident sheet'. An 'incident sheet' is completed by each teacher using their own pad. Copies to Tutor, DoL and HoF
- b) DoL keeps records of all incident sheets
- c) Incident sheets for Referral Room should not be separated until DoL and teacher have completed the reconciliation on the relevant year floor

Late Arrival – Referral Room Procedures

- Students referred to Referral Room by subject teacher
 - Referral Room teacher fills in Referral Log in specific year file
 - Students requested to complete Referral planning sheet
 - Referral (incident) sheet and planning sheet is placed into specific year file by Referral Room teacher
 - File is taken by Director of Learning at 15:20 to year floor
- a) Lateness to school
 - All gates are locked at 9:00 other than the main gate at Marlborough Hill which will be locked at 9.10am
 - If arrive after 9:10 **sign in at the school office and the referral room** and explain reason in Referral Room Records are kept there and passed to DoL
 - DoL detention after fixed number lates in a week (2+)
 - b) Lateness to lessons
 - recorded lesson monitor with the number of minutes
 - c) Poor corridor behaviour
 - Report to tutor/DoL via incident sheet

C (12) Exclusions

All decisions to exclude a pupil from school may ONLY be made by the Headteacher (or a Deputy Head in his/her absence). This is usually based on the recommendation of the Senior Leadership Team and the Director of Learning.

Reasons for Exclusion

- Violence towards another pupil or member of staff
- Swearing at a member of staff (teaching or non-teaching)
- Abuse: - racial, sexual, bullying and homophobic
- Consistent failure to respond to strategies to improve behaviour and attitudes

There may also be other reasons which arise.

- There are two kinds of exclusion
 1. Fixed Term (up to 45 days)
 2. Permanent

In each case there is a set procedure to be carried out by the Director of Learning and SLT. Copies of this procedure (Guidance on Exclusion from School and pupil referral Units October 2004) are with the Headteacher, Deputy Head (student welfare and progress) and Directors of Learning.

After a Fixed Term Exclusion, the pupil returns to school following a meeting with parent, Deputy Head and/or Directors of Learning. All students returning from FTE will be placed on report (Form Tutor, DoL, or PSP).

If fixed term exclusion exceeds 5 days but is less than 15 in one term, the school reserves the right to convene a Governing Body Meeting.

Meetings on Permanent exclusions are convened by the Chair of Governors and include, Headteacher, Deputy Head (Student Welfare and Progress), and Director of Learning, parents, pupil and possibly the involved agencies.

C (13) Student Files

The school files are kept in the Office. They are accessible to all members of staff, but are not to be removed by anyone other than the Director of Learning or Deputy Head (Student and Staff development).

Communication with Parents

Form Tutors may telephone or write to parents about absence, punctuality, or uniform or behavioural issues - details logged in tutor file using parent/carer consultation pad.

Any teacher contacts by letter or phone - content of discussion to be logged on parent consultation sheet. Copied to Tutor/DoL and put on pupil's file.

Reports

At Quintin Kynaston School reports used are as follows

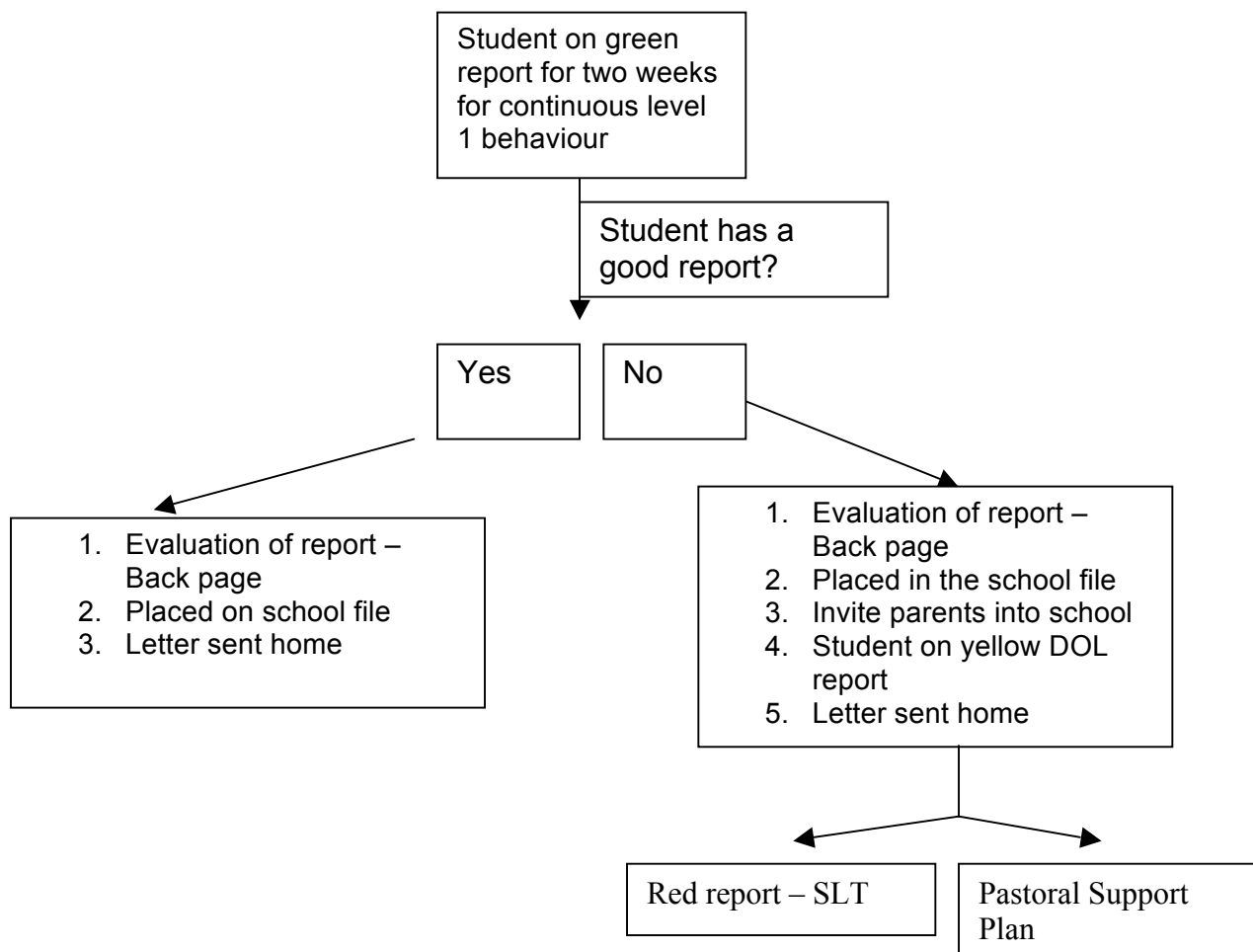
- Subject report
- Form Report – Key stage 3
- Green report – Form Tutor report
- Yellow Report – Director of Learning report
- Red Report – Senior Management Report
- PSP – Pastoral Support Plan
- PEP – Personal Education Plan

Green, Yellow and Red reports are used as a traffic light system with the green report flagging up students who are a cause of concern and need monitoring and pastoral support plans for students who need to be carefully monitored with use of the inclusion department.

Form reports are used within key stage 3 to monitor whole class behaviour.

Personal Education Plans are used for Looked After Students with regular review meetings with the relevant Local Education Authority.

Green, yellow and red report



Pastoral Support Plans

Student returns from exclusion or requires extra support

PSP Meeting with family, Inclusion Department and Director of Learning

Parent and School undertake a parenting contract - Learning Mentor to work with parents

Contact works

Yes

No

Completes PSP cycle

Refer to YISP and then for parenting contract

Parenting Protocols

A parenting contract for behaviour is a tool for identifying and focusing on the issues behind a pupil's behaviour and for developing a productive relationship with parents to address the issues.

It is a formal agreement between a parent and the governing body. A signed document stating that the parents agree to comply with specific requirements for a specific period; and the local authority or governing body agrees to provide support to the parents.

- A parenting contract must be used for certain students who have been excluded on disciplinary grounds, permanently or for a fixed period of time. The decision on who is on a parenting contract must be decided by the Director of Learning in discussion with SLT.
- Any parenting contract should be put in place on or soon after the date of completion of any exclusion review or appeal process
- A parenting contract must be drawn up with anyone who is directly responsible for the parenting of a child or young person, which may include a grand parent or foster carer. However contracts cannot be made with corporate parents so the school cannot use local authority employees for LAC students

The support required will vary; it might include meetings with a Learning Mentor worker, parenting or literacy classes, and advice about benefits or drugs.

The local authority or governing body must provide parents with information and contact details of available support.

Entering into a parenting contract is voluntary. The local authority or school is not obliged to offer a parenting contract, and a parent cannot be compelled to enter into one. No punitive action can be taken against them if it is breached. BUT, where an application for a parenting order is subsequently made, the court will have regard to whether a parenting contract has been tried. Parental refusal to enter into a parenting contract or to keep to its terms would be used as evidence in court. Parents must be made aware of this.

C (14) The Tutor File

This section provides examples of letters and proforma which support tutoring and pastoral care.

Communication and Logging Information

The tutor file is a living document. It contains information of your pastoral care and duties relating specifically to your tutor group. All communication should be filed into plastic wallets provided so they can be assessed in relation to review days and parental contact.

The Tutor file acts as an evidence base for the ongoing pastoral care given by the tutor. Further access to information on students is simple and adds the communication between Tutor and DoL

The weekly attendance printout should be kept at the front of the tutor file. This way each tutor has an accurate record of attendance and can identify patterns of absence and possible truancy

When the file is full (usually at the end of the summer term) it is placed in the school office, who will then remove each student's plastic wallet and file them in the main files.