

**Behaviour Policy**

# **The Kings of Wessex Academy**

## **Behaviour Policy**

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### **1.0 INTRODUCTION**

All students are entitled to every possible opportunity to learn during their time at the Academy. It is the right of every student to learn without hindrance from other students, and the responsibility of every student to co-operate with staff and fellow students to ensure the best conditions for learning exist. The Academy will strive to maintain an atmosphere in which all staff and students can work to the best of their ability and have a positive experience. The aim of the Academy is to be a positive and inclusive environment for all.

### **2.0 AIMS**

- 2.1** To support student's development into successful learners who set no limits on what they can achieve
- 2.2** To provide a well disciplined working environment in which students can learn.
- 2.4** To achieve the highest possible standards of behaviour in the Academy.
- 2.5** To promote self-discipline and respect for others among the students.

### **3.0 OBJECTIVES**

- 3.1** To provide a safe and happy environment for students and staff
- 3.2** To establish clear systems and procedures for dealing with student behaviour
- 3.3** To make clear to staff the lines of referral and responsibilities in relation to student behaviour
- 3.4** To enable all staff to consistently and fairly apply the Academy's disciplinary procedures
- 3.5** To enable all staff to consistently reward students for their good behaviour
- 3.6** To make clear to students the high expectations of their behaviour and the difference between 'right' and 'wrong'
- 3.7** To ensure good behaviour is recognised and celebrated
- 3.8** To work Collaboratory with parents and all stakeholders to ensure positive behaviour

## **4.0 RESPONSIBILITIES**

- 4.1** The behaviour of students at the Academy is the responsibility of everyone; all staff should challenge students who they see contravening Academy rules. Students also have a responsibility to alert staff to inappropriate behaviour.
- 4.2** The behaviour of students in class is first and foremost the responsibility of the classroom teacher. Persistent poor behaviour should be referred to the Subject/Faculty Leader or Head of House in partnership with the Behaviour for Learning Procedures. They should take appropriate steps to remedy the problem, including administering an appropriate sanction. Parents should be informed of any behaviour which gives cause for concern.
- 4.3** In cases of extreme behaviour the Head of House or senior member of staff may be involved. If assistance is needed members of staff may activate the 'on call' system and the 'on call' member will attend.

## **5.0 CODE OF CONDUCT**

The school Code of Conduct for students is as follows:

### **We expect you to:**

- Be polite
- Show respect for others
- Allow others to learn without distraction
- Try hard and do your best
- Respect property and the school environment
- Wear your uniform correctly
- Attend school and be punctual

### **We will:**

- Treat you fairly and with respect
- Teach you well
- Give you praise and encouragement
- Help to make you feel safe
- Give you support when needed
- Provide a clean, safe and tidy environment

### **Around School:**

- We are mobile phone free
- Keep to the left in corridors
- Move directly to your next lesson in an orderly way and behave sensibly
- Eat and drink in designated areas only
- Fill your water bottles only at break and lunchtimes
- Retrieve your belongings from lockers only at break and lunchtime in readiness for lessons
- Stay away from out of bounds areas

## Top 10 (APPENDIX A)

- I am a resilient learner – I always try my hardest and learn to the best of my ability
- I am here to learn: I do as I am asked, the first time I am asked
- I am always in the right place, at the right time, doing the right thing
- I use appropriate language, I do not shout and I am polite, saying 'please' and 'thank you' when I know I should. I keep inappropriate comments to myself
- I always have the 'Super Six' for lessons (pen, pencil, ruler, calculator, reading book and timetable)
- I always look smart and I am ready to learn (correct uniform, no chewing gum, no swinging on chairs, no mobile phones, headphones or ipods)
- I respect other people and consider the effect of my actions on those around me, including my use of social media
- I take pride in my work, including presentation
- I am responsible for my learning and complete my homework on time. I do not disturb or distract others when they are learning
- I know and understand why my 'next steps' are, to be successful in my future life

## **Respect Code of Conduct – Anti bullying Conduct - Every student at Kings has the right to learn in a safe and secure environment**

Our RESPECT code of conduct is expected from all of our students  
(APPENDIX B)

- We RESPECT each other and celebrate different viewpoints and beliefs
- We RESPECT each other regardless of race, religion, age, nationality, background, gender/orientation
- We RESPECT each other's right to learn, achieve, show ambition and be successful
- We RESPECT each other in how we speak to one another
- We RESPECT each other by valuing other people's personal space
- We RESPECT each other by being fair, showing humanity, by caring, telling the truth, being trusted and respecting the environment we share together
- We RESPECT each other by taking care of other people
- We RESPECT each other by respecting ourselves through letting go of anger, being able to say sorry, showing forgiveness and putting things right
- We RESPECT by REPORTING disrespectful behaviour
- Together we are all one community that share Christian Values

## **6.0 MOBILE PHONE FREE SCHOOL**

- 6.1** Kings Academy is a mobile free zone as part of our safeguarding and participation agenda. Students are able to have phones in their bags, switched off, and use them once they have left the Academy building at the end of the school day.
- 6.2** Where a student is seen using a mobile phone, the mobile phone will be removed and handed to Reception staff, who will contact the parent/carer to collect the phone, parents/carers will also receive written communication from the Academy.

- 6.3 If a student is seen using their phone as a repeat offences, students' parents/carers will be contacted by the tutor and further contact to meet with the Head of House.
- 6.4 If a student needs to use a telephone during the school day to contact a parent/carers, a telephone will always be available in the Main Reception or their Head of House Office. Urgent messages from parents/carers for their child can also be left at Reception
- 6.5 Sixth Form students may use their mobile phones in the Sixth Form common room only.

## 7.0 LESSONS

Teachers are expected to:

- Be punctual in arriving and beginning lessons.
- Implement clear routines as set out in the teaching framework for the conduct of lessons and maintain an orderly atmosphere in which all students feel safe and able to learn.
- Teach lessons which challenge, interest and stimulate all students, set targets for each student which are realistic and achievable.
- Apply rewards and sanctions in accordance with Academy policy.
- Maintain high expectations and standards in all their teaching.

Students are expected to:

- Attend all lessons and arrive on time
- Bring the correct equipment
- Line up outside the classroom
- Remove coats and bags and take out equipment
- Sit where told to do so by the teacher
- Remain seated unless they have permission to get up
- Put their hand up to ask or answer questions
- Follow instructions given by staff
- Speak politely at all times
- Adhere to the mobile phone agreement
- Work hard and do their best

## 8.0 OUR CHRISTIAN VALUES – KINGS PRINCIPLE OF PRIDE (APPENDIX C)

### Church of England School Vision/Mission Statement

We are Kings; a Church of England school that comes together to acquire **knowledge** of the world we live in and most importantly of ourselves. Guided by our school Christian values 'Kings principles of **PRIDE**' we come together to build a school community that support each individual to be the best one can be: mentally, socially, academically and spiritually. Our school is a community within a community; the Cheddar Valley community – 'The Wessex Learning Trust', where everyone has value and in **unity** is supported to flourish and **grow**. Kings works in partnership with the Trust first and middle schools, staff, students, parents and carers to provide the very best learning and school experience for young people aged 2-18 years, giving everyone the opportunity to '**believe and succeed**'.

Positivity and Perseverance

Kings Principles of **PRIDE**:

**Positivity and Perseverance**

**Respect and Reconciliation**

**Integrity and Innovation**

**Democracy and Diplomacy**

**Equality and Empathy**

## **9.0 BETWEEN LESSONS**

Students are expected to behave in a sensible manner. Staff have a responsibility to ensure orderly conduct. Movement along corridors, entry to and exit from classrooms should be orderly and have regard to the Health and Safety regulations.

## **10.0 OFF SITE**

While travelling to and from the Academy (*using school, public or own transport, or walking*) students should recognise that they are representing the Academy and the community and that orderly, co-operative behaviour is expected at all times.

The highest standards of behaviour are also expected from all students participating in visits and activities arranged by the Academy during and outside hours. Although all such trips will be supervised by staff, students may be given considerable freedom at times when they will be expected to take responsibility for their own behaviour; any abuse of this will be viewed extremely seriously.

All students in Years 9 – 11 are required to remain on the Academy site at morning break and lunchtime unless specifically permitted to be off site; during these times students may use school facilities only in the manner and at the times stipulated by the supervising staff.

Students in Years 9 – 11 who travel by bus are not permitted to leave the site either before or after school unless written permission granted by a senior member of staff.

If a student is in Academy uniform off site they are still representing the Academy and therefore the Academy has the right to discipline for any poor behaviour that may take place off site or/and out of school hours.

## **11.0 BULLYING including all forms of harassment**

The Academy is committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. We are a TELLING SCHOOL. Bullying or peer on peer abuse of any kind is unacceptable at our Academy. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

The Academy safeguards the welfare of students whilst in the Academy, through positive measures to address bullying, especially where this is by any aggravating factors.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (*e.g. hiding books, threatening gestures*)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments, including upskirting
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of the Internet, such as email and Internet Chat Room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities

The Academy will prevent bullying through:

**Teaching** – Within the curriculum we will encourage students to talk openly about bullying, promote tolerance and sensitivity; to recognise its many forms, to realise its consequences, to encourage incidents to be reported and to discuss ways of handling bullies.

**Safety** – The Academy has high expectations of good behaviour both in and out of lessons.

**Vigilance** – All staff will be vigilant for signs of bullying in lessons and around school.

**Telling** – We will actively encourage young people to report bullying incidents by telling a member of staff.

**Action** – We will give bullying incidents a high priority in being seen to follow up and to take action.

The constant vigilance of all staff is essential in providing a secure environment. Staff will watch carefully for early signs: name-calling, taking of property and acting promptly before it develops into something more serious.

When approached by a student who has been bullied staff will respond positively and effectively by:-

- Listening to what is reported without delay, interviewing all those concerned to establish what has happened
- Reassure the victim that the matter is being dealt with
- Keep a record of what has been said and complete a referral form to be passed to the Tutor
- In minor cases the bully should be warned or placed in a Head of House detention
- If the bullying persists the Tutor should advise the appropriate teachers
- More serious or persistent cases should be referred directly to the Head of House
- In serious or persistent cases the Senior Leadership Team (SLT) should be informed and may become involved
- In more serious or persistent cases the bully should be placed in the Internal Exclusion or excluded from school.

- In serious or persistent cases parents should be informed and will be invited to a meeting to discuss the problem
- If necessary the Police will be informed, with all the students involved attending a Police Surgery as part of the Academy's Restorative Justice programme.
- After the incident has been investigated and dealt with monitoring should take place to ensure that repeat bullying does not occur.

## **12.0 SMOKING/VAPING AND ALCOHOL CONSUMPTION**

Smoking/Vaping and drinking alcohol on or near the Academy site, or whilst participating in any activity arranged by the Academy, is forbidden. The Academy's Personal and Social Education programme will explore issues relating to smoking/vaping and alcohol with students.

Students found smoking/vaping or drinking, or in the company of smokers or drinking alcohol on or near the Academy site, may be issued with a fixed term penalty exclusion.

If we have concerns or have been given any information that suggest that a student may have possession of any paraphernalia, we will search a student's belongings and may inform the police where necessary.

## **13.0 ILLEGAL DRUGS**

The Academy has a Drugs Policy outlining the steps that will be taken when dealing with drug-related incidents. The supply of illegal drugs will result in permanent exclusion. Possession or misuse may result in permanent exclusion.

## **14.0 REWARDS**

It is important that we recognise the achievements of all students and celebrate their success.

Rewarding students is important in encouraging a positive ethos within the Academy and in motivating students in their learning. Rewards can be gained for achievement or progress in academic work, extra curricular activities, House competitions, services to the community and good attendance.

A range of rewards operate within the school:

- **Verbal Praise**
- **House Points** – staff issue students in Years 9-11 house points for excellent work or effort. House Points are recorded on Sims and accumulate towards a series of certificated awards:

These are awarded in assemblies and at achievement assemblies

- Attendance Certificates – awarded for 100% attendance each term and annually.

- **Visiting the Headteacher** – with a particularly good piece of work

- **Headteacher Commendation**
- **Praise Post Cards** – Sent home to students in recognition of an excellent piece of work
- **School Colours** – colours in the form of a badge for academic subjects or extracurricular commitment
- **Presentations in Assembly**
- **Awards Evening** – the Academy holds an annual Awards Evening in the Autumn Term, which gives public recognition to student achievements over the year
- **House Captains** – a position of responsibility whereby students show visitors around the Academy or represent the Academy at special events

## 15.0 ATTENDANCE

Good attendance is expected from all our students. Attendance is expected to be 95% or higher. Students are expected to be punctual to school and all lessons. If a student is consistently late for lessons, the student will be replaced on a punctuality report card. Lateness to school with no valid reason will result in a same day lunchtime detention with the Head of House.

Poor attendance may result in the Academy making a referral to Somerset Safeguarding Partnership or/and Team Around the School (please see attendance policy).

## 16.0 SANCTIONS

Positive discipline in the Academy will be achieved and maintained when students are aware that certain courses of action will be used by staff in situations of unacceptable behaviour and where restitution is desirable: these courses of action must be appropriate to the behaviour, be applied calmly and be explained to the student(s) at the time. Beside the impact of non-verbal communication and the calm correction of a student who misbehaves in a minor way, a range of sanctions operate within the Academy. The Behaviour for Learning Procedures clearly strives to sanction students quickly, calmly & at minimal disruption to other students learning

Our Behaviour Stages (see appendix E) states supportive interventions and sanctions placed in line with the number of behaviour points a student may acquire.

- **Verbal Reprimand**
- **Written Warning**
- **Extra Work**
- **Loss of Social Time:** Students may be detained by staff at morning break or lunchtime.

- **Detention:** The Academy operates weekly, lunchtime and after school detentions. Parents are notified of after-school detentions to allow transport to be provided. Late detentions are also issued on the same day for lateness to the academy. These detentions are at lunchtime and with the Head of House.
- **Report:** monitoring of persistent misbehaviour, a serious incident or truancy.
- **Withdrawal from lessons:** on occasions it may be appropriate for a student to be withdrawn from lessons and 'exited' in the exit room. This is an opportunity for the students to reflect and restorative work with the students and staff member to take place as a follow up.
- **On Call:** In a situation where a student has been unable to correct behaviour or refuses to follow instructions while 'parked' in the Department/Faculty area, On call may be activated. On Call may result in a student spending time in Internal Exclusion.

## **17.0 ADDITIONAL STRATEGIES TO IMPROVE AND ENSURE GOOD BEHAVIOUR**

### **Internal Exclusion (IE)**

Internal Exclusion exists to provide for those students who are withdrawn from normal lessons as a result of misbehaviour and or infringement of school rules. Internal Exclusion provides an important part in giving students 1:1 support, reflective time and support re-integration back into lessons to prevent further concerns.

Students may be placed in Internal Exclusion for the following reasons:

- Serious or persistent disruption to the learning of others
- Refusal to obey reasonable instructions given by a member of staff
- Major or persistent flouting of uniform requirements
- Failure to correct behaviour after being sent to the Department/Faculty allocated room
- Serious incident of bullying or harassment
- Serious misbehaviour
- Prolonged or repeated truancy
- Awaiting exclusion from school
- Reintegration following an exclusion
- Smoking or alcohol related incidents

Only members of SLT, HOH or 'on call' can place a child in Internal Exclusion. Students who attend IE are set work and are required to remain within IE for the specified time. Parents are informed if their child has been placed in IE.

### **Police Surgeries**

Educational Police Surgeries led by the local beat officer or PCSO are conducted as part of the Academy's Restorative Justice Programme. Police surgeries are held for persistent refusal to comply with Academy rules as well as misdemeanours which are in contravention of the law (for example Equalities Act 2010 – Amendment 2018, Harassment, Alarm & Distress Act 1994). In addition

misbehaviour which involved bullying or creates vulnerability in others is referred to the Police Surgery. All students attending a Police Surgery are accompanied by the Deputy Headteacher. The purpose of the educational Police Surgery is to ensure that young people are fully aware of the consequences of their actions and to prevent future offending.

### **Head Teacher Interviews**

The student will meet with the Head Teacher to discuss their progress to date and make clear targets with regards to their behaviour and attitude to learning.

## **18.0 EXCLUSION**

To allow effective teaching and learning to take place, as a last resort, there may be circumstances whereby an exclusion will follow, this may be:-

- In response to significant breaches of the Academy's Behaviour For Learning Policy

If allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the academy.

### **18.1 Roles and Responsibilities**

The decision to exclude a student from the academy can and will be taken by the Headteacher or, in his absence, a senior member of staff to whom he has delegated the authority to exclude.

### **18.2 Deciding whether to exclude a student**

The decision to exclude a student is a matter of judgement having taken into account the likely impact of the misconduct on the life of the academy and the learning of others. This may include behaviour on the Academy premises or during Academy visits and residential activities that is in breach of the standards of behaviour expected by the Academy.

Before reaching a decision to exclude either permanently or for a fixed period all relevant facts will be considered alongside any evidence as may be available to support the allegations made, taking into account the academy's behaviour policy, code of conduct and Behaviour Learning Procedures.

Student's behaviour outside the Academy will be dealt with in the same manner as behaviour inside the Academy where it is considered that there is a clear link between the inappropriate behaviour outside the Academy and maintaining good behaviour and discipline among the students as a whole. Poor student behaviour in the immediate vicinity of the Academy or on the journey to and from the Academy may also result in exclusion.

### **18.3 Permanent Exclusion**

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a student for a first or one-off offence. Such circumstances might include:

- Where there has been serious actual or threatened violence against another student or member of staff
- Sexual misconduct
- Supplying an illegal drug in line with the academy Drugs Policy
- Carrying an offensive weapon
- Any severe form of bullying or harassment
- Any action resulting in a serious health and safety issue

In cases where a criminal offence has taken place, the police may be informed and where appropriate, the Youth Offending Team, Social Services or any other outside agency involved with the student.

### **18.4 Fixed Term Exclusion**

The Headteacher may exclude a student for up to 45 days in any one academy year. Generally fixed term exclusions will be for between one to five days.

### **18.5 Procedures following a fixed term exclusion**

The parent/guardian/carer will be informed of the period of the exclusion and the reasons for it. During this process the Academy will ensure that the parent/guardian/carer is informed of their duties in the first five days.

Where the exclusion is for a period of between one and five days the Academy will set work and arrange for it to be marked.

During the period of exclusion the Academy will consider strategies to address the student's problems and identify any support that may be necessary to promote a successful reintegration.

The parent/guardian/carer has the right to make representations about the exclusion to the Discipline Committee of the Academy Trust.

Should any parent/guardian/carer refuse to comply with the terms of the exclusion, the Academy may notify Somerset Direct and the police if the Academy considers the student or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

## **18.6 Reintegration**

A reintegration meeting with parents/guardians/carers will be held during or following the expiry of all fixed-term exclusions. The students should normally attend all or part of the meeting.

Upon return from fixed-term exclusion a Pastoral Support Plan may be discussed, agreed and signed by the student, parents/guardians/carers and the Academy. This will identify the issues leading to the exclusion and outline a clear set of expectations for a smooth and successful reintegration. A range of additional strategies to support the reintegration process may be identified.

Upon return from a fixed term exclusion the student will be placed in Internal Exclusion for a period of time to ensure re-integration into lessons is successful. This time may vary from part of the day up to several days depending on the incident & support needed during re-integration.

## **18.7 Other considerations**

The Academy will implement its behaviour and discipline policy with due regard to the implications arising from the Special Educational Needs and Disability Act 2001, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998 and any other relevant legislation.

The Academy will be sensitive to the needs of children in the care of the local authority when excludable incidents occur.

## **18.8 Alternatives to exclusion**

The Academy is committed to using exclusion as a last resort. Alternatives will always be considered and may include:

- restorative justice processes
- withdrawal to Internal Exclusion
- a managed move to another school or Pupil referral unit (PRU)

## **18.9 Procedures for review and appeal**

The Governors will make provision for arrangements to review promptly all permanent exclusions and all fixed-term exclusions totalling over 15 days in an Academy term. Where exclusion are 5 or more but not more than 15 academy days in one term a governors disciplinary meeting may be held.

The Academy can hold a Governors meeting before this time if there are concerns about a student.

## **19.0 MONITORING**

Student behaviour is monitored in the following ways:

- **Report Card** – this may be used to monitor behaviour or attendance. Specific targets will be outlined on the card and monitored by the student’s Tutor and Year Leader.
- **Student Referral Form/Electronic Behaviour Log** – following an incident requiring a disciplinary measure staff are required to record the incident on the student’s computerised Conduct Log.
- **Round Robins**- this is used by Head of House/tutor/SENCO or Student Welfare and Inclusion team to carry out a check on the progress of individuals. Each person who teaches the student is asked to fill one in and comment on the student’s attitude to work, effort, behaviour, homework and attainment in relation to potential.
- **Individual Learning Plan (ILP)** – are called Learning Plans on Provision Map and they are for all students on the SEN register. For those who are not on the SEN register but have noted needs are given a ‘passport’ so that teachers are aware.
- **Pastoral Support Programme (IEP/PSP)** – this is a school based intervention to help individual students better manage their behaviour. It is used in particular for those whose behaviour is deteriorating rapidly. It should be set up automatically for a student who has several fixed period exclusions or who has been otherwise identified as being at risk of failure at school through disaffection. It will be drawn up and monitored by the Head of House in discussion with the student and their parents. Other agencies may be involved in the agreed support programme as appropriate. The PSP may also be completed in conjunction with a Early Help Assessment (EHA) which promotes a dialogue with all relevant parties to inform future strategies and next steps.
- **Provision Map** – This is a central system which holds information about all students in the school and any provision or interventions they have had or are currently having. It holds Learning Plans, pupil passports, medical care plans, pastoral care plans. The system allows the Academy to review these plans amend/update and track provisions.

## 20.0 RECORD KEEPING

It is important that records are as detailed as possible and include statements where appropriate.

Student behavioural records are kept in the following ways:

- **Incident Log** – incidences reported using the Student statement forms will be recorded on each student’s individual SIMS (School Information Management System) Conduct Log.
- **Main School Files** – any reports or referrals on a student will be kept in their main school file.
- **Confidential Safeguarding File** – any information of a confidential or sensitive nature will be kept on an online system, Safeguard My school and/or in file in a Confidential File which is held in the Deputy Headteachers Office.
- **Provision Map** – any information regarding provision and interventions

**It is important that records are as detailed as possible and include statements where appropriate.**

### **21.0 INVOLVING PARENTS**

An effective partnership between school and parents is essential to the maintenance of good behaviour and positive discipline. A Home School Agreement is issued on entry which outlines shared responsibilities. Parents will be invited into the Academy when the behaviour of their child gives cause for concern and will be involved in devising strategies to address this.

The Academy also undertakes to inform parents where appropriate, by letter or telephone, of any concerns or disciplinary action. Staff should also aim to inform parents of their children's positive achievements.

### **22.0 INVOLVING EXTERNAL AGENCIES**

In circumstances where parents are unable to support their child and work proactively with the Academy a referral with regards to the student welfare may be made to Team Around the School / or to Somerset Direct through the Early Help Assessment process.

In situations where the behaviour of a student continues to be a cause for concern a referral may be made to an external agency for advice and/or intervention. Referrals will be directed by the Deputy Headteacher in liaison with the SENCO and Head of House.

### **23.0 MONITORING AND EVALUATION**

The implementation of this policy will be reflected in our working practice and therefore kept under review by the Senior Leadership Group. The policy will be reviewed on an annually basis by the Governors Standards and School Improvement Committee.

This policy is written in accordance with the Wessex Learning Trust Behaviour Policy .

*January 2020*



## TOP TEN

1	I am a resilient learner – I always try my hardest and learn to the best of my ability
2	I am here to learn: I do as I am asked, the first time I am asked
3	I am always in the right place, at the right time, doing the right thing
4	I use appropriate language, I do not shout and I am polite, saying 'please' and 'thank you' when I know I should. I keep inappropriate comments to myself
5	I always have the 'Super Six' for lessons (pen, pencil, ruler, calculator, reading book and timetable)
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7	I respect other people and consider the effect of my actions on those around me, including my use of social media
8	I take pride in my work, including presentation
9	I am responsible for my learning and complete my homework on time. I do not disturb or distract others when they are learning
10	I know and understand what my 'Next Steps' are, to be successful in my future life



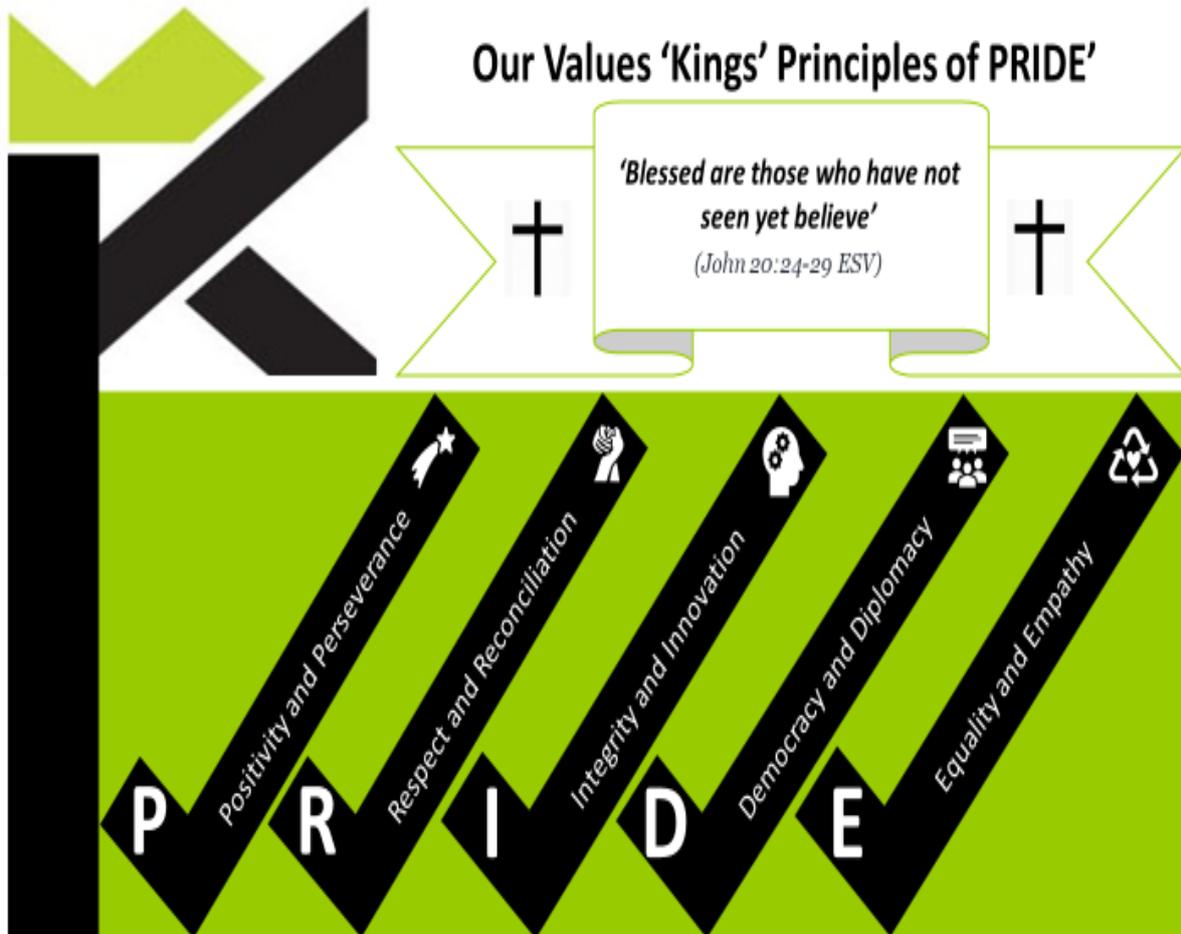
# RESPECT

Anti-Bullying Code

Every student at Kings has the right to learn in a safe and secure environment

## Together:

- ✓ We RESPECT each other and celebrate different viewpoints and beliefs
- ✓ We RESPECT each other regardless of race, religion, age, nationality, background, gender/orientation
- ✓ We RESPECT each other's right to learn, achieve, show ambition and be successful
- ✓ We RESPECT each other in how we speak to one another
- ✓ We RESPECT each other by valuing other people's personal space
- ✓ We RESPECT each other by being fair, showing humanity, by caring, telling the truth, being trusted and respecting the environment we share together
- ✓ We RESPECT each other by taking care of other people
- ✓ We RESPECT each other by respecting ourselves through letting go of anger, being able to say sorry, showing forgiveness and putting things right
- ✓ We RESPECT by REPORTING disrespectful behaviour
- ✓ Together we are all one community that share Christian values



*Where our values give us **pride** to believe and succeed!*

## Appendix D

### Behaviour and Remote Learning

The current behaviour policy will continue to be followed through all learning environments, including remote learning.

If students are not meeting expectations during remote learning the member of staff will follow the behaviour flow chart.

Where Students have had warnings and are still refusing to improve behaviour the member of staff should ask them to leave the lesson. The behaviour flow chart will be followed and a phone call from the teacher to the parent/career will be made with a detention to be set on return of the student into school

- Students are expected to be well behaved in all Learning, including Remote Learning
- Students are expected to attend their remote learning session as timetabled by their teachers.
- Poor behaviour including the mis-use of IT will be sanctioned in line with the Kings Behaviour Policy

#### **Mis-use of IT include:**

- Changing original settings set by the member of staff
- Using the call-app function to invite uninvited attendees to the lesson
- Using social media language and/or inappropriate language in the chat box
- Inappropriate backgrounds if their camera is required to be on
- Use of chat within the lessons to others unless requested to by the teacher
- Inappropriate dress
- Using any other media/technology during the lesson that has not been authorised by the teacher

## Appendix E

APENDIX E			
BEHAVIOUR STAGES			
Points -based	Sanction-based	Actions	Communications
6	Ongoing FTE / ONE OFF SERIOUS INCIDENT	Governor Panel	PEX Letter and PEX hearing: HT and 3 Governors
5 100 +	At risk of PEX	Stage 5 Trust Hearing	Letter 5 and a meeting with HT and Trustee
4 80-99 +	On going FTE	Stage 4 Governor Hearing	Letter 4 and meeting with HT and Governor
3 60-79+	Ongoing FTE	HOH and HT meeting with parents	Letter 3 and meeting with HT and DH
2 40-59+	FTE / ongoing IE	Reintegration with senior staff	FTE Letter or Letter 2 and a meeting with the senior staff
1 20-39+	Behaviour points based / IE	Head of House meeting	Letter 1 and meeting with HOH
0 > 19	Behaviour points based	Tutor /DHOH contact home	15+ Letter and tutor/DHOH phonecall