



# **King Edward VI School Lichfield**

## **Behaviour Policy**

## Introduction

This document was first assembled in 1995 by a group of staff and students working together. At that time it was the subject of considerable discussion and consultation in the hope that it would be given the widest possible support by all members of the school community. In 1999 and 2000 it was subjected to a thorough evaluation and review. In endorsing it the Governors would wish to set the behaviour of all members of the school community within the framework of the policy which follows.

## The Policy

The Governors recognise that effective teaching and learning will only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. All members of the school community are asked, therefore, to play their part in ensuring that the rules and practices governing good behaviour set out in this document are adhered to. This is in order that

- good behaviour is taught and rewarded.
- problems are minimised or, better still, do not occur in the first place.
- where problems do occur, measures are in place to reduce their impact upon the smooth running of the school.

The Governors also acknowledge that the following key issues must be recognised if a whole-school approach to behaviour management is to be successful:

- A clear understanding of the aims of the school is crucial in the implementation of a whole-school behaviour policy. Everyone must know where they are going - and why.
- We can change behaviour, including bullying, by working together.
- We should communicate fully with each other about all issues concerned with behaviour.
- Parents play a crucial part in supporting good behaviour in school. The school welcomes and values their support in setting high expectations.
- Calm and controlled interventions can help to deal with inappropriate behaviour.
- Consistency, fairness and appropriateness are crucial in the implementation of this policy. Rules, rewards and punishments should be stated clearly.
- Rewards are a very effective way of promoting good behaviour.
- Students should be encouraged to take responsibility for their own conduct and to develop self-discipline.

The Governors take the view that, by adhering to the above principles, all members of the school community will be able to benefit from the maximum opportunity to pursue the school's aims as set out below:

- *We want everyone in our school to develop to their full potential.*
- *We value qualities of self-esteem, confidence, satisfaction and enjoyment through effort and achievement.*
- *We show a sense of responsibility for one another and for the school community as a whole.*

## **Principles of Behaviour**

As a school we have agreed on the following principles of behaviour. These apply to all members of our community. Our rules are all based on them.

*Allow students to learn and teachers to teach.*

*Respect the work of all members of the school community.*

*Respect people's safety, feelings and property.*

*Protect the school environment.*

## **Rules**

Our rules are designed to help us interpret the principles of behaviour set out above. For this reason we have tried to group them together and link them directly to each of the principles.

### ***Allow students to learn and teachers to teach.***

- ❖ *Students should attend school and be punctual.*
- ❖ *Students must observe any special rules which apply to individual departments and to school visits.*
- ❖ *Students should bring the correct equipment and clothing for lessons.*
- ❖ *Students should complete all homework on time and meet coursework deadlines.*
- ❖ *Unless special permission is given in advance, radios, walkmans, pagers, mobile 'phones and similar items must not be brought into school. The school cannot accept responsibility for them. Where special permission is given, they must be switched off during the day.*

### ***Respect the work of all members of the school community.***

- ❖ *Students must not intimidate others verbally or physically.*
- ❖ *Students must report any incidents of intimidation.*

### ***Respect people's safety, feelings and property.***

- ❖ *School equipment must be used safely and carefully and always returned.*
- ❖ *Bags must never be left in corridors or on staircases.*
- ❖ *Students should move calmly around the school buildings and allow free movement of others.*
- ❖ *Fire equipment must never be tampered with.*
- ❖ *Students should be aware of school evacuation procedures and follow them when necessary.*
- ❖ *Tobacco, drugs, solvents, matches and lighters are banned.*
- ❖ *Knives, laser-pens and any other items which can cause physical injury are banned.*

### ***Protect the school environment.***

- ❖ *Litter must always be put into the bins provided.*
- ❖ *Food and drink should not be consumed on corridors, staircases or in lessons.*
- ❖ *Designated out-of-bounds areas should not be used by students.*
- ❖ *Chewing gum is banned in school.*

*In addition to the above rules, students are expected to wear correct uniform at all times when attending school or during the journey to and from school.*

N.B. It should be recognised that, as well as the above rules, behaviour which is not tolerated by society at large will not be tolerated in school.

## **Rewards and Punishments**

### **Guiding Principles**

Rewards should cover the broadest range of academic and non-academic achievements.

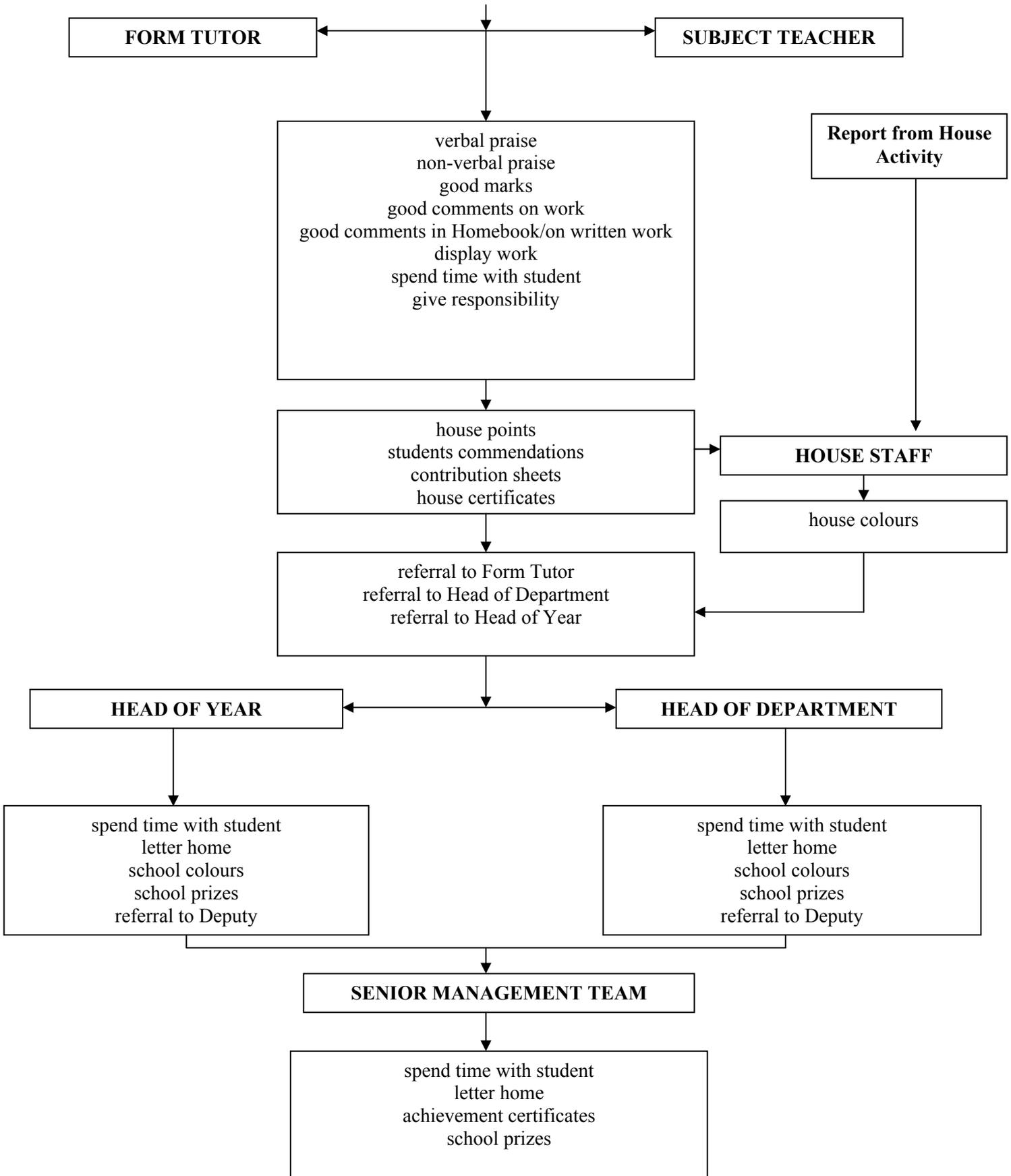
Punishments should be fair and consistently applied but flexible enough to take individual circumstances into account. It should be remembered, in particular, that Sixth Formers are at school by choice and not by direction. They have opted into a system which has codes of dress and behaviour different from those which apply in colleges. The applying of sanctions to them should respect the fact that these students are young adults and be sensitive to the voluntary nature of their attendance at the school.

The flow-charts which follow set out the rewards and punishments which are in use within the school and which have the approval of Governors. Governors recognise that if rewards or sanctions are to be effective then they should:

- be consistent.
- be immediate.
- be appropriate.
- be manageable.
- focus upon the act and not the student.

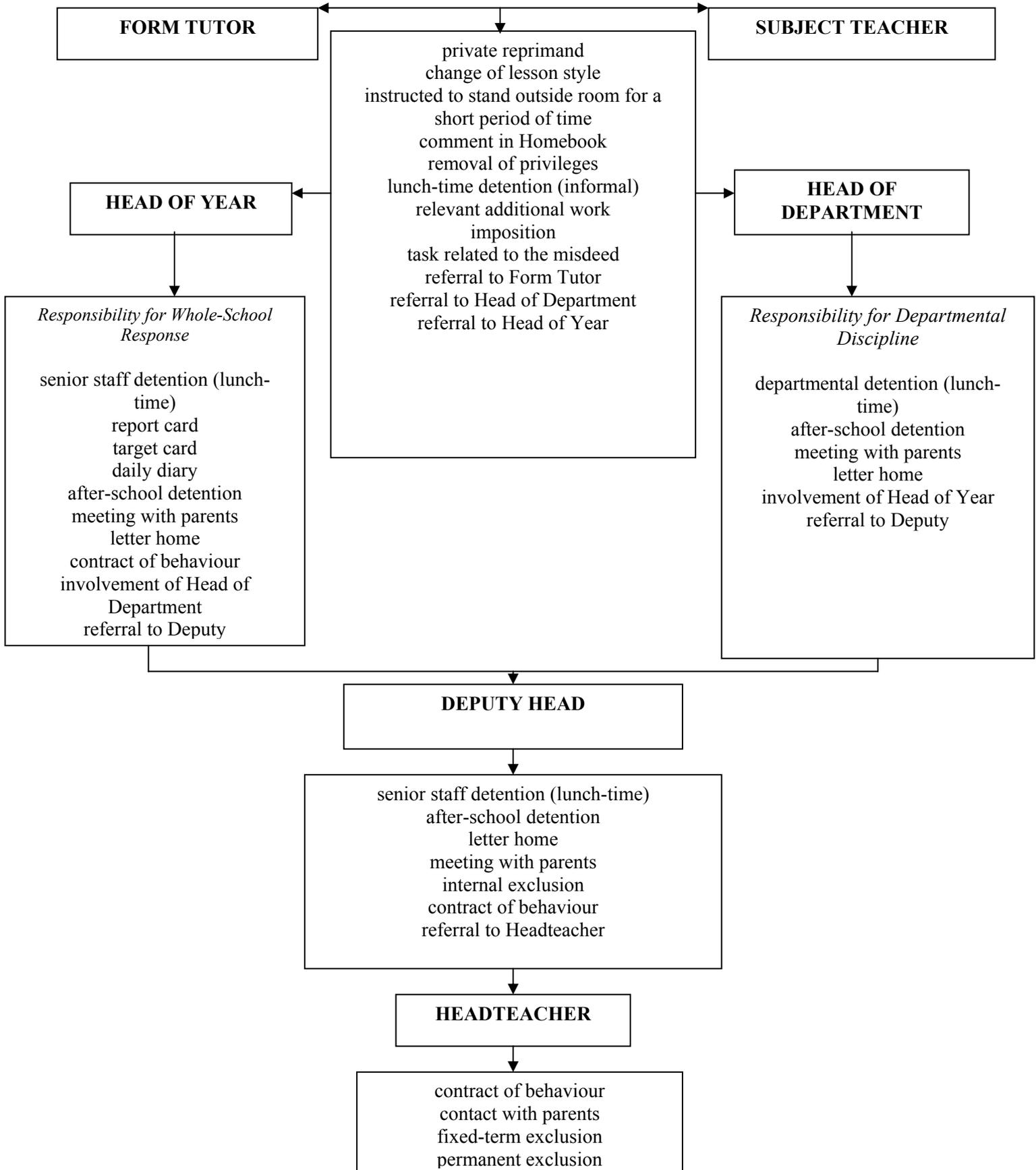
## Rewards Flow Chart

This is the normal flow of rewards, although it is not intended to be a strict pattern to allow flexibility for staff.



## Sanctions Flow Chart

The chart is meant to be used as a guide and not a strict pattern, to allow flexibility for staff.



## **A. General Strategies for Praise and Reward**

Whenever possible and wherever appropriate staff will seek to praise and reward students' achievement. Governors expect all staff to use the following strategies as widely as possible. They are simple, can be easily applied and are very effective:

- ❖ Verbal praise.
- ❖ Positive written comments in homebooks and/or on written work.
- ❖ Referral to Head of Year and/or Head of Department.
- ❖ A letter home with a copy to the student's file.

## **B. Special Rewards for Academic Achievement**

On a day-by-day basis staff may award house points for students in Key Stage 3 and student commendations at Key Stage 4. These are awarded in the form of stickers which can be collected in Homebooks. The criteria for giving both awards are the same:

- ❖ Excellent work done in a curriculum area.
- ❖ Exceptional effort in a curriculum area.
- ❖ Consistently high effort over a period of two or three weeks.

As students collect house points or student commendations they will lead to further awards. For 25 house points a certificate should be collected from the Head of House, for 50 house points a certificate should be collected from Mr Walker or Mr Jackson, for 75 house points a certificate should be collected from Mr Lunt or Mr Sutton and for 100 house points a certificate and special award should be collected from Mr Meikle. Similar arrangements exist for student commendations although, in this case, the certificates are replaced by letters to parents and a special tie is awarded to students who have achieved 100 student commendations.

The school has a considerable number of endowed prizes which are awarded annually for achievement and/or endeavour usually at GCSE or Advanced Level.

## **C. Special Rewards for Extra-Curricular Achievement**

Extra-curricular achievements are rewarded by yellow Contribution Sheets, House Colours and School Colours.

Yellow Contribution Sheets are issued for music, sport and general contributions to the life of the school which are not of an academic nature (e.g. helping at Parents' Evenings). In the Sixth Form letters sent to students replace Contribution Sheets.

House Colours are awarded to those students who contribute to their House to a significant extent. This will include sport and music but might also encompass drama, public speaking and other activities identified by House Staff. They are presented in the form of a button badge in the colour of the House at a House Assembly. House Certificates are also awarded to recognise participation in events.

The following criteria are observed in the awarding of House Colours:

- ❖ Loyalty to the House as demonstrated by participation in House activities on a reliable and regular basis, regardless of outcome.
- ❖ A supportive and encouraging attitude.

School Colours are a reward for the highest level of contribution to school sport, drama and music. These are presented to students in a special assembly. They can take any of the following forms:

- a special commendation certificate to students in Years 7, 8 and 9.
- Junior Colours (gold braid) for students in Years 9 and 10.
- Half Colours (a tie) for outstanding Year 11 students. (Very exceptionally, full colours may be awarded at this stage.)
- Full Colours (a different tie) or Half Colours for students in Years 12 and 13

School Colours are normally awarded to students in the senior years of the school who:

- ❖ have been regularly selected to represent the school in the sport/activity;
- ❖ have performed at a level adjudged by the staff concerned to be “highly creditable” and
- ❖ have demonstrated an attitude of sustained interest and involvement characterised by a willingness to attend training/rehearsal sessions as required.

Half Colours are usually given at an earlier stage to represent an appropriate level of performance compared with the award of Full Colours, but also as an indication that, if progress and commitment are maintained. Full Colours will be awarded in line with the criteria stated above.

#### **D. Strategies for Monitoring and Reporting.**

##### ***Report Card/Target Card/Daily Diary***

This is not always a strategy which should be seen as a punishment, since report cards of various sorts can be seen as supportive and positive when combined with other approaches. Report cards could be used, however, as a response to serious and persistent misdemeanours within the classroom.

Example – A student who regularly arrives late to lessons.

##### ***Meeting with Parents/Letter to Parents***

This is also not a strategy which should automatically be seen as a punishment, since contact with parents is recognised by the school as probably the single most effective way of providing support for children who are causing concern and/or experiencing difficulties in school. Contact with parents would normally be established by a Head of Year or member of the Senior Management Team to discuss a serious incident of misbehaviour or repeated misdemeanours which are giving rise to concern. Contact with parents would usually be linked to other monitoring strategies in an attempt to enlist parental support in correcting unacceptable behaviour.

Example – A student whose behaviour across a range of lessons is disrupting his/her own learning and the learning of others or a student who has been involved in a very serious breach of school rules.

##### ***Individual Education Plan (IEP)***

This would be used to identify targets and monitor the progress of a student who has been placed on the school’s Special Educational Needs Register. IEPs are subject to regular review at meetings with the school’s SEN Co-ordinator and parents. They can be used to support both students with learning difficulties and students with behavioural difficulties and may be particularly appropriate for those students in the early stages of secondary education where classroom behaviour is regularly causing concern and who may, at some stage in the future, benefit from the provision of additional support.

Example – A student in Year 7 or Year 8 whose behaviour across a range of lessons is disrupting his/her own learning and the learning of others.

##### ***Contract of Behaviour/Pastoral Support Programme***

Used normally with students whose behaviour has given rise to such a level of concern that they are at serious risk of exclusion from school. Acceptable standards of behaviour/targets for improvement will be identified and regularly monitored and reviewed. A Pastoral Support Programme would involve regular, scheduled review meetings with parents and any other agencies involved with the student.

Example – A student who persistently presents a serious challenge to the authority of teachers and/or seriously disrupts the learning of others.

## **E. Approved Punishments and Sanctions.**

The Governors recognise that, in keeping with society at large, the school should have a set of approved punishments and sanctions which can be used to respond to incidents of misbehaviour. This section aims to set out those punishments and sanctions which have the approval of Governors and should be read in conjunction with the ‘Sanctions Flow Chart’ above which also sets out appropriate lines of referral. In general, all staff have access to these sanctions and punishments with the following exceptions:

- Only the Headteacher (or a Deputy Headteacher acting on his delegated authority) may exclude a student from school.
- Only a Head of Year or member of the Senior Management Team may exclude a student internally from all lessons.
- Only a Head of Year or member of the Senior Management Team may put a student into School Detention.
- Contracts of Behaviour or Report Cards and Daily Diaries will usually be implemented by Heads of Year or members of the Senior Management Team, although other staff may well be involved in their monitoring and evaluation.

In setting out below approved punishments and sanctions we have sought to put them in some order of priority and to give examples of misconduct for which each might be appropriate. It should be borne in mind, however, that the seriousness of a punishment may also be influenced by who gives it as well as what it is. A detention given by the Headteacher would, therefore, rightly be viewed as more serious than a detention given by another member of staff.

***For the following sanctions an occurrence record may be completed and sent to the Head of Year:***

### ***Private Reprimand***

Appropriate for minor misdemeanours in the classroom or elsewhere.

Example – A student who does not regularly misbehave but who, on this occasion, has failed to settle down in a lesson and has caused some difficulty by his/her behaviour.

### ***Comment in Homebook (Years 7-11 only)***

Appropriate especially to record misbehaviour in the classroom and any incidents of uncompleted or unsatisfactory work.

Example – A student who has failed to hand in a piece of homework.

### ***Removal of Privileges***

Appropriate for all sorts of minor misdemeanours in the classroom and elsewhere (and may sometimes be appropriate as a response to more serious incidents).

Example – A student who is required to sit on his/her own in class as a result of his/her inability to settle down when sitting next to a classmate.

### ***Task Related to the Misdeed***

Appropriate especially for relatively minor misdemeanours outside the classroom.

Example – A student who makes a mess in the School Restaurant is required to report to the Catering Officer for the remainder of the week at 1.30 p.m. to help to tidy up the area.

### ***Relevant Additional Work***

Appropriate especially for more serious misdemeanours related to specific lessons.

Example – A student who has failed to settle and complete work on a topic properly during a lesson might be required to complete additional exercises covering the same topic in his/her own time.

### ***Official Imposition***

Appropriate for more serious and/or persistent misdemeanours in clear breach of the school's behaviour code in the classroom or elsewhere. The seriousness is reflected in the fact that the imposition should always be sent to the Head of Year to be included on the student's file. A parent is also required to sign the official form.

Example- A student who is caught chewing gum in clear defiance of the school's rules.

***For the following sanctions an occurrence record must be completed and sent to the Head of Year:***

### ***Instructed to Stand Outside Room for a Short Period of Time***

Useful as a cooling-off period and appropriate for more serious and persistent misdemeanours in the classroom. The teacher should remember, however, that the student remains his/her responsibility during the time out. It is usually advisable to precede such a sanction with a warning that it will be carried out if the misbehaviour continues.

Example – a student who persists in shouting out during a lesson in spite of several requests not to do so.

### ***Lunch-Time Detention (informal)\*\****

Appropriate especially for more serious and/or persistent misdemeanours within the classroom.

Example – A student who fails to complete homework on a fairly regular basis might be expected to give up his/her lunch hour to do work under the supervision of the teacher concerned.

### ***Departmental Detention (lunch-time)\*\****

Appropriate especially for more serious and/or persistent misdemeanours within the classroom for which a whole-department response is deemed appropriate. It is likely that the Head of Department will be involved if such a sanction is considered necessary.

Example – A student who persistently fails to complete homework and has not responded to earlier sanctions.

### ***Senior Staff Detention (lunch-time)\*\****

Appropriate especially for serious and/or persistent misdemeanours within the classroom or elsewhere which have led to a referral to a Head of Year or a member of the Senior Management Team. The seriousness is reflected by the fact that a formal letter is always sent home and the detention is logged and included on the student's next report. The number of detentions can be adjusted to suit the seriousness of misdemeanour, but it would be unusual to put a student into School Detention for more than a week.

Example – A student who has been involved in a relatively minor assault on another student.

### ***After-School Detention\*\****

Used only rarely and on occasions where detention during the school day is felt to be inappropriate or insufficient. Due regard must be given to a student's ability to get home after the detention before this sanction is used. An after-school detention would be set up only in consultation with the student's Head of Year and with the full knowledge of parents.

Example – A student who has continued to break a school rule after a warning.

### ***Internal Exclusion***

Used for serious incidents of misbehaviour in the classroom or elsewhere. It is usually combined with other strategies such as contracts of behaviour and regular review meetings with parents. The normal duration of a period of internal exclusion would be between one and three days. During this time students would be in isolation throughout the school day (including break and lunch time) and supervised by a Head of Year or member of the Senior Management Team. Wherever possible, work would be supplied by their usual subject teachers.

Example – A student who assaults another student, persistently flouts school rules, is rude to a member of staff or persistently unco-operative.

### ***Fixed-term or Permanent Exclusion from School***

Where a decision is taken to exclude a student – fortunately a rare occurrence – it is invariably done on the grounds that the student's behaviour constitutes such a serious challenge to the good order of the school that other punishments are not sufficient. All exclusions, whether fixed-term or permanent are put into effect

strictly within the terms set out in current educational law. Permanent exclusions can only be recommended to the Governors in very serious situations when no alternatives are deemed possible. In many cases this would follow from the creation of a Pastoral Support Programme to monitor the student's conduct. The Governors recognise that misdemeanours which can result in exclusion include:

- ❖ violence, whether expressed in actions or threats, towards other people on the premises;
- ❖ actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority;
- ❖ offensive written material which is judged to have the effect of undermining the authority of a member of staff;
- ❖ persistent misbehaviour (e.g. refusal to comply with reasonable instructions) which effectively limits the opportunities for “students to learn and teachers to teach” (cf Principles of Behaviour on page 3);
- ❖ bringing to school, or handling on behalf of others, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds and any dangerous substances, including alcohol, illegal drugs and solvents;
- ❖ attending school under the influence of alcohol, illegal drugs or solvents;
- ❖ acts of major and/or malicious damage;
- ❖ actions likely to cause significant disruption to the orderly running of the school;
- ❖ being in persistent or serious breach of a previously drawn-up contract of behaviour.

\*\*The law now requires that a full twenty-four hours notice be given to parents in writing – cf DfEE Circular 10/99. Parents should be informed that their child has been given a detention, why it has been given and when, where and for how long it will take place. It is acceptable in law to inform parents by ‘any effective method’, which includes ‘pupil post’, by telephone, fax, e-mail or, of course, by letter. A note in a Homebook with a request to the student to draw it to the attention of a parent is, therefore, considered to be acceptable written notification.

Detention at break and during the lunch-hour in cases where students are on the school site anyway would be an exception to this requirement.