

KING EDWARD VII SCHOOL POLICY



Consistent Conduct Policy

Document Adopted by Governing Body

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Signed (Chair): *Barbara Walsh*

Date: April 2018

Print Name: Barbara Walsh

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Leadership Team Responsibility: Patrick Creedon

Introduction: This document sets out the framework of the King Edward VII School approach to encouraging good behaviour which enables young people to learn, develop and thrive in a stimulating, well ordered and caring environment. The policy will be regularly reviewed and will evolve as necessary. At all times staff, students and parents will be made fully aware of such changes.

Aims of this policy:

To describe the processes and systems within the School which promote, encourage and reward good behaviour and enable disruptive behaviour to be dealt with consistently and effectively.

The policy aims to:

- i. Reduce staff work load through efficient and effective application of the policy
- ii. Ensure that all students, regardless of ability, age and gender are engaged in the process of praise, recognition and rewards
- iii. Support staff in the classroom; ensure that teachers can get on with teaching students who want to learn and who behave in a conducive way that promotes good progress, without disruption to teaching and learning
- iv. Support students in the classroom; ensure that students can get on with learning and making good progress without disruption
- v. Ensure the School remains a calm and purposeful learning environment during learning and social times, every day.

An essential prerequisite for the Consistent Conduct Policy to be successful is a consistent commitment from all staff to operate within the agreed framework every day. It is one of our non-negotiable expectations of all staff. Therefore it is given high priority and is not an optional policy or framework.

All teachers in all curriculum areas must recognise praise and reward all students as a matter of agreed policy. Support staff and non-teaching staff will also be expected to formally praise and challenge students whenever it is appropriate to do so.

Staff must have a thorough understanding of the Consistent Conduct Policy and operate within the model for the use of sanctions and rewards. Sanction is not up for debate or negotiation. The rules are the rules, the framework the framework.

A further essential prerequisite for the Consistent Conduct Policy to be successful is a consistent commitment from all students to operate within the agreed framework every day. It is a non-negotiable expectation of all students in Years 7 to 11 that they have their Consistent Conduct Book with them and ready for inspection at all times in School.

The School's expectations are summarised in the following **Code of Conduct**. **Students will:**
Speak and act respectfully to others

- Do as asked by staff straight away
- Respect and care for the School environment and the property of others.
- Arrive on time with correct equipment and sit where they are told.
- Follow procedures for starting and ending lessons, engage positively and work hard throughout.
- Follow School rules (regarding mobile phones, outdoor clothing, food & drink etc).
- Always have their Conduct Book ready for inspection.

1. Rewards and Sanctions (Achievement and Behaviour Points)

Positive relationships and personalised praise from staff are integral to the motivation of students. The main way of formally recognising this is through the awarding of Achievement Points. Equally, students must be clear about our expectations about their conduct in School. The main way of formally recognising this is through the awarding of Behaviour Points (**see Appendix B – Behaviour and Achievement tariffs**).

Y7-11

Classroom

Students begin each lesson with one Achievement Point which is “theirs to lose”. If they meet teacher expectations during the lesson the point should be awarded via SIMS. Reward stamps into Conduct Books: staff can award additional points for particularly outstanding performance during the lesson, and for completion of homework. If a student does not meet expectations during the lesson, the automatic point should not be awarded. If a student arrives late, a Behaviour Point should be awarded. If a student is not equipped for learning (at least a pen), a Behaviour Point should be awarded. If the student reaches Step 2 a Behaviour Point must be awarded. If the student reaches Step 3 (removed by On Call), a further 2 Behaviour Points will be awarded through the administration process.

Outside the classroom

Students may be awarded Achievement Points for significant contributions to the School community outside the classroom (this may include presenting a positive image of the School in the local community, showing care and concern for the environment or other students, or making a substantial contribution in extra-curricular activities).

For any unacceptable behaviour outside the classroom, it is expected that the student will be challenged by all adults, and a written comment placed in the student’s Conduct Book (**see” Expectations in and Around School “below**).

Tutor Time

Year 7 to 11 Form teachers should log students’ additional Achievement Stamps from their Conduct Books onto SIMS each week. During Friday tutor time students can also be awarded an Achievement Point for each of

- 100% attendance for the week
- being on time throughout the whole week
- having the correct equipment throughout the whole week

The number of Achievement Points/Behaviour Points appear on all reports sent home throughout the year. At the end of the academic year students are awarded a certificate depending on the number of Achievement Points they have.

Rewards Experience

At the end of each term the students with the highest number of Achievement Points are invited to a rewards experience. Examples include watching a film, buffet at lunchtime etc.

2. Conduct Book:

The Conduct Book is a compulsory item for students and underpins the Consistent Conduct Policy.

The following rules apply in relation to the Conduct Book:

- Show your Conduct Book on request by staff on first arrival each day
- No personalising of the Conduct Book is allowed
- Pages must not be folded or removed

- In short the Conduct Book must be kept as if it were a best exercise book
- Students should have their Conduct Book with them **at all times**.

Each morning key staff may meet and greet students and check their Conduct Books as they come into School, or during registration. Students should show their Conduct Book when requested.

It must be emphasised that forgetting the Conduct Book is extremely serious. Each student has one chance to forget their Conduct Book each half term. On the second occasion the student will receive an after-School detention and thereafter, the student will receive a further after-School detention or a one-day period of Isolation (depending on overall conduct record in prior weeks).

A Conduct Book is provided for each student free of charge at the start of the academic year. If a student has forgotten his/her Conduct Book on arrival at School, this will be recorded, an after-School detention will be given and a temporary "Conduct Sheet" will be issued. Lost or damaged Conduct Books will need to be replaced by the student at a cost of £3.50. A new Conduct Book can be purchased at Reception.

3. The role of the Form Tutor:

The role of the form tutor is to ensure students are ready to learn. The tutor is responsible for inputting Achievement Points noted in Conduct Books into SIMS from the previous week. The tutor will see all students with their Conduct Book to input the Achievement Points gained. The tutor will also check any Behaviour Comments acquired and discuss these with the individual. **The pastoral role of the tutor is important in ensuring students are clear about the standard of their conduct in School.**

The tutor must ensure students are ready to learn each day: that they have their Conduct Book, and correct equipment (pen, pencil and ruler). 'Permission notes' from parents concerning lack of equipment or Conduct Book will not be accepted as a way of avoiding consequences.

Tutor Time:

As stated earlier the tutor must ensure students have their Conduct Book and equipment (pen, pencil and ruler) each day. Form Tutor notices need to be read out and Form Tutors are expected to follow the agreed programme of activities in the remaining time, and must enforce normal classroom expectations for every student (coats off, bags down, mobile devices/earphones switched off and out of sight). Students must not be allowed to leave the form room unless a direct request has been received to the Form Tutor.

4. Classroom Expectations:

Expectations, protocols, rewards and sanctions associated with classroom are not open to negotiation or debate. This is the key area of consistency.

Start of lesson:

Students are to enter the classroom and stand behind their chair in silence and get out their Conduct Book and equipment. This protocol should take approximately 30 seconds. The teacher will instruct the class to sit, this signifies the lesson has now started.

The settling to work protocol is to be administered for all classroom based lessons. Students arriving late with no reason should be given 1 Behaviour Point in SIMS. However, staff need to use their professional judgement. Unfortunately there are times when students arrive late to a lesson and it is not their fault. If staff know that they have caused a student to be late (e.g. keeping them behind after a lesson) they must write a short note in the student's Conduct Book. It is, however, usually clear when a student(s) arrives significantly later than the rest of the class.

End of lesson:

At the end of the lesson every teacher must dismiss the class using the following protocol:

- Students must be asked to stand up, push their chairs in and stand behind their desk
- The teacher must be the first person out of the room – he/she must stand in the doorway (in order to be a presence in the corridor)
- Students in the classroom are then dismissed by their teacher, from the doorway

Classroom sanctions protocol:

During all lessons we have a 3 step system to address unacceptable behaviour or attitude. The following protocol is to be used by everyone. This is not optional:

First Warning – (in class intervention)

- The teacher writes the student's name on the board
- The student is explicitly told this is their first warning and that they have lost their Achievement Point
- The first warning should not be given as a blanket warning to the full class

Final Warning – Student is given final reminder of expectations

- The student may be asked to move seat to where the teacher decides. The teacher places a tick against the student's name on the board
- The student is told this is their final warning and a Behaviour Point will be recorded on SIMS

On Call to remove student

- If problems persist, 'On Call' is requested
- Student is removed to one of the classrooms identified on the Isolation Grid. If possible students should be given work to complete from the lesson they have been removed from, or alternatively write out our behaviour protocols/rules
- On Call completes the record document
- An after School On Call SLT detention is given for 45 minutes the same day (or day after if the On Call happens after lesson 4)
- A text message is sent to parents to inform them that their child has been removed from learning and that their child will be attending detention after School

Key Related Rules:

- If a student is subject to 2 On Call removals in a day they will receive an automatic day of Isolation
- If a student does not conform to the Code of Conduct in Isolation they will be excluded for a fixed term period
- Isolation has the same rules as in classrooms, although there is no communication with other students including break time and lunchtime

See Appendix A – 'On Call' procedure**5. Point based policy:**

We operate a point based system to recognise positive behaviour (Achievement Points) and unacceptable behaviour (Behaviour Points) by students. All points are recorded on SIMS and the cumulative total (Conduct Points) add up to provide a picture of a student's behaviour throughout the academic year. The conduct data created is used to allow students to access reward experiences and to inform interventions to support students who need to improve their behaviour. At the beginning of each academic year, a student will start at 0 points.

The tariff we operate (see Appendix B) is subject to change and may be modified throughout the year to meet the needs of the School.

We have very well defined trigger points for intervention with students during an academic year. For the academic year 2018/19 the following 'lines in the sand' are clearly set:
When a student gets to:

- **Trigger 1 - Formal Warning.**

With the accumulation of more than 50 behavioural points a formal meeting occurs in School. The parent and the student must attend a disciplinary meeting. The meeting is conducted by the Year Leader and or the Assistant Head of Key Stage. At the meeting it is made very clear that this is a formal warning and further instances of poor behaviour could result with trigger two or three where the student may be placed in isolation or excluded for a day.

- **Trigger 2: 2 Day Isolation and Verbal Warning (parent and student)**

If the student does not modify his behaviour and continues to accumulate behaviour points at a similar rate after the meeting in School the student will automatically receive two days in isolation.

- **Trigger 3 – 1 day Exclusion and 1 day isolation**

If the student does not modify his behaviour and continues to accumulate behaviour points at a similar rate after reaching Trigger Two the student will automatically be excluded for one day and have a further day in isolation.

- **Trigger 4 – Alternative provision**

If the student does not modify his behaviour and continues to accumulate behaviour points at a similar rate after reaching Trigger Three a period at Upper School if at Key Stage Three; and or alternative provision will be provided for the student.

- **Trigger 5 - Permanent Exclusion is considered.**

At trigger five the Headteacher and SLT link meet to discuss the permanent exclusion of a student. A decision is made, taking into account the following:

- The student's previous record
- The threat to the health, safety and welfare of those in the School community
- The effect on other students in relation to their learning entitlement
- The threat to the School standards and behaviour
- The detriment the incident has had on the School's reputation
- The precedents – how other students have been treated in similar cases (when appropriate)

We reserve the right to permanently exclude any student at any point for persistent breaches of the School Behaviour Policy. We will permanently exclude any student where allowing them to remain in School would seriously harm the education or welfare of the student or others in the School community. Equally, significant 'one off' incidents can lead to permanent exclusion as set out in our Exclusion Policy.

5th Ever Exclusion (from entry into the School) Headteacher Meeting:

To ensure previous poor behaviour is not ignored, when a student receives their 5th ever fixed term exclusion since joining the School, a meeting between the Headteacher/SLT link and Year Leader is conducted.

At the meeting the Headteacher will consider the permanent exclusion of the student, using the criteria set out above (at trigger five). The context of the exclusions and the time frame in which they have occurred will also be taken into consideration, in line with the School exclusion policy.

See Appendix B- Behaviour and Achievement tariffs

See Appendix C- Intervention list

Defiance:

Defiance will not be tolerated at King Edward VII School. Defiance means deliberate refusal to follow an instruction by a member of staff, having been given 10 seconds to make the right choice. Any student who is defiant, after having 10 seconds to make the right choice, is automatically isolated for the equivalent of one day. In extreme cases or where a trend of persistent defiance is evidenced, a student will be referred to Isolation or excluded for a fixed term period.

6. Daily Rules In and Around School

In addition to the Code of Conduct students are reminded of the following specific rules

- Move around the School sensibly and quietly and keep to the one-way system (Lower School)
- Ensure you are appropriately dressed for School
- Hats must not be worn in the School building.
- Have a pen, pencil, ruler, Conduct Book and School bag at all times
- The Code of Conduct should also be followed on journeys to and from School including on buses
- Mobile phones and other electronic devices including earphones need to be switched off and out of sight (if seen or heard they will be confiscated) at all times in the building (Lower School) or during lessons and on corridors (Upper School)
- Students must not be in areas designated as 'out of bounds'
- Eat and drink only in the allocated areas (dining room at Lower School)
- Chewing gum is not allowed
- Students must not bring any items to School with the intention to sell them to others
- No energy drinks are allowed
- When School closes no student should be on site without staff permission
- Smoking (including e cigarettes) is forbidden
- Lower School students must not leave the site at break or lunchtime
- KS4 students must not leave the site at break

For any behaviour that contradicts these rules, it is expected that the student will be challenged by all adults, and a written comment is placed in the student Conduct Book.

4 Comments in a Week:

During a School week, if a student reaches 4 comments in their Student Conduct Book the following procedures will apply;

- When a student gets to 4 comments in a week they are placed in Isolation the following day

- The member of staff writing the 4th comment emails reception staff who ensure the student is placed into isolation on the next School day. 'On Call' inform the relevant Year Leader/Pastoral Manager.
- Parents are informed of the impending Isolation through the Year Team.

8 Comments in a Week:

During a School week if a student reaches 8 comments in the student Conduct Book the following procedures will apply;

- When a student gets to 8 comments in a week it is punished by a one day exclusion
- The member of staff recording the 8th comment requests 'On Call'. 'On Call' takes the student immediately to isolation
- 'On Call' informs the Head of Key Stage to arrange the 1 day exclusion

Refusal to hand over Student Conduct Book:

This is deemed as defiance. Students have 10 seconds to make the right decision. If the student still refuses to comply the following will take place

- If a student refuses to hand over their Conduct Book 'On Call' is requested
- The student is isolated for the equivalent of a School day. The Conduct Book is to be handed over to 'On Call' so the original comment can be written.
- The member of staff in isolation completes the SIMS record
- If the student refuses to hand over the Conduct Book to 'On Call', they will be excluded for a fixed term

7. Other Rules and Expectations:

Out of the lesson protocol:

On the rare occasion that a student must leave the classroom during lesson time they must have an out of class slip from the teacher. If not, the student will have a comment written in their Conduct Book and will be returned to their lesson to remind the teacher of the protocol.

Mobile Phones and Other Electronic Equipment

- Phones and similar electronic devices are not to be used during the School day. At Lower School they should be switched off and out of sight at all times inside the building. At Upper School they should be switched off and out of sight during lessons and lesson changeover. The only exception is when a teacher has asked students to use the devices **for a learning activity**.
- In these circumstances mobile phones and other electronic devices will be confiscated without a warning.

Food (Lower School)

- Eating – break and lunchtime – is not allowed anywhere other than the dining room at Lower School. At Upper School eating is only allowed in the Dining Room, Bottom Corridor or outside. Students found eating food anywhere else will have a comment written in their Conduct Book.

Confiscated Items

- Electronic equipment will be returned to a student at the end of the day. On the second occasion (per item) Main Reception will contact parents to inform them that if this item is confiscated again it will not be returned to the student and can only be collected by them. Record to be wiped clean every half term.
- Main Reception will keep a record of all confiscated items on each site.

Other items that may be confiscated:

- Chewing gum (will be disposed of)
- Energy drinks (will be disposed of)

- Cigarettes (will be disposed of)
- Lighters (will be disposed of)
- Hats (if worn persistently inside the School building)
- Laser pens or any other laser product (must be collected by parents)

Any other items deemed to be inappropriate in School will be confiscated.

Each individual student must accept responsibility for their own personal possessions and equipment whilst on the School site. Students should avoid bringing valuable items into School and we will not be held responsible for any belongings lost or stolen in School.

8. Isolation

Isolation is an extremely serious sanction. In addition to the classroom rules, students are not allowed to communicate with other students and must put their hand up to communicate with the adult supervising. The warning protocols within isolation are the same as the warning protocols in classrooms (Please refer to section 4).

Students will be isolated in the fullest sense of the word. Break and lunch time will be taken in the isolation room and at no point will the isolated student be allowed to socialise with other students. The duration of the day in the Isolation Room will be from 8.50 a.m. to 3.05 p.m.

On the rare occasion a student is involved in a crucial event or examination whilst in isolation, the relevant SLT link will make a decision on whether the isolated period should be rearranged.

If a student in Isolation is removed by On Call following a final warning, they will be excluded for a fixed term period.

The level of commitment displayed by the student in Isolation will also be monitored at the end of each period. We expect full commitment and students to engage in their work.

9. Fixed Term and Permanent Exclusion

It is essential that all students, parents and teachers understand this framework and its consequences. At all times the intention of the policy is to bring a halt to any unacceptable behaviour which adversely affects teaching and learning and the welfare of students and staff.

Appendix A

‘On Call’ Protocol

On Call is designed to provide School-wide support, to ensure good learning and therefore good progress takes place every lesson.

On Call Staff:

- Collect clipboard from Student Reception
- Ensure your radio/mobile phone is charged, volume turned up and on the correct channel
- The whole lesson is an active duty, in which the ‘On Call’ is not in their office. “Hot spot” lessons should all be visited, and ideally every lesson should be visited if possible by the ‘On Call’ teacher.

Requesting On Call

- Either ring the main office
- Or if you have no phone in your room, send a responsible student to reception

Protocol:

- Reception contact 'On Call', and provide the location of the student removal. The student's name may also be given if they have left the classroom.
- 'On Call' arrive at the lesson and remove the student if they are not already waiting outside
- 'On Call' discusses with the teacher the nature of the problem which is recorded on the 'On Call' incident form
- The teacher is always supported and the student is removed. No negotiation of return to lesson takes place.
- The student is taken to an alternative room taken from the Isolation Grid and ideally with work from the lesson they have been removed from. If this is not possible the student is to copy out the School expectations.
- The student returns to their next lesson

Administrative points:

- The student will be issued with a 40 min detention after School on the day of the 'On Call' (unless the 'On Call' occurs during lesson 5 in which case the detention is the next day). A text is sent home to make parents aware of the detention and that their child has been removed from learning. This is administered by the Attendance Team.
- If a student receives 2 'On Calls' on the same day, they will receive one day in Isolation. The Head of Key Stage must be made aware immediately if a student receives 2 'On Calls' on the same day.
- The Head of Key Stage completes the relevant arrangements for an Isolation Room referral

Appendix B

Behaviour and Reward Tariffs

The behaviour tariff below shows the most common types of behaviour.

The tariff we operate may be modified throughout the year, to meet the needs of the School.

Behaviour Type	Points
Late to lesson	1
Lack of equipment	1
Final warning in lesson (Stage Two)	1
No Conduct Book 2 nd offence	2
Removal from lesson by On Call (Stage 3)	3
Smoking or being with a smoker	3
Truancy	3
4 Conduct Book comments in a week	3
8 Conduct Book comments in a week	3 more
Defiance (after 10 seconds failed to make right choice)	4
Aggressive or threatening behaviour	4
Physical altercation (serious)	4
Persistent failure to comply with expectations on report	4
Failure to comply with expectations in Isolation	5
Physical violence	5
Dangerous behaviour	5
Theft	5
Verbal abuse to staff	5

Achievement Type	Points
Meets expectations during lesson (most students, most lessons)	1
Particularly outstanding performance during the lesson	1
Completion of homework on time, to a satisfactory standard	1
Providing support to another student (lending equipment, helping with work)	1
Attendance at extra-curricular clubs/activities (each time attended)?	1
Representing the form group/house in some capacity (sports team, rep meeting)	2
Representing the School in some capacity (sports team, extra-curricular competition)	3
Significant contribution to the School community outside classroom (this may include presenting a positive image of the School in the local community, showing care and concern for the environment or other students)	5

Appendix C

Intervention List

The Intervention list below lists possible interventions that may be used, to try and engage students into positive learning.

- Staged daily report to pastoral team
- Gating – social time/off-site issues
- Governor Behaviour Panel and Behaviour Contract
- Managed Move – 12 week trial negotiated at another School to provide “fresh start” opportunity
- More frequent use of praise in lessons
- Discussion about preferred learning style (s) and communicate this to teachers
- Giving the student responsibility for something e.g. reception duty, student ambassador
- Positive daily report
- More frequent use of praise in lessons
- Discussion about preferred learning style (s) and communicate this to teachers
- Giving the student responsibility for something e.g. reception duty, student ambassador
- Post card home
- Pastoral or academic mentoring
- Referral to MAST or other agencies for additional support
- FCAF
- School nurse support
- Incentive Rewards Programmes
- Support Report as well as staged report
- Attendance report
- Appointment with Community Youth-Liaison Police Officer
- Careers Interview to raise aspirations
- Peer-Mentoring
- Mediation
- Restorative Justice
- Parenting Support
- Governors’ Attendance Panel
- Personalised Support Plan
- Temporary Personalised Timetable
- Learning Support Input
- Educational Psychologist Advice
- Class group or form changes
- Extra Tuition
- Meeting with Parents and weekly follow-ups
- Planned temporary withdrawal from a subject
- Rewards breakfasts
- Rewards phone calls
- Target group interviews
- Target group parent meetings/coffee mornings