

KIRKHAM GRAMMAR SCHOOL

POLICY DOCUMENT

BEHAVIOUR, REWARDS AND SANCTIONS

This policy applies to Kirkham Grammar Senior School (KGS) only.

Policy number: 7	Originating date: February 1998	Date last reviewed: July 2018	Next review: July 2020
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Kirkham Grammar School is dedicated to ensuring that the school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of this community and all work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

The school believes that the encouragement of positive behaviour patterns promotes good relationships throughout, built on trust and understanding. Through the use of this policy, pupils are supported in developing a high level of social awareness, thus ensuring that they leave school with the key skills required to continue to progress to the best of their ability in all areas of life.

OBJECTIVES

- To ensure an environment where all pupils can learn effectively.
- To provide an atmosphere where self-discipline is encouraged.
- To ensure the highest standards of behaviour by all pupils.
- To ensure good manners by pupils in all areas of school life.
- To ensure that pupils complete the work set by their teachers.
- To generate an atmosphere of mutual respect between pupils and staff.
- To ensure a consistent approach to any sanctions used and develop, within each pupil, knowledge of what is appropriate behaviour within the community and what is not, whilst recognising that some pupils require a more personalised approach.
- To ensure that poor behaviour is dealt with at the lowest level appropriate to any misdemeanour and to previous incidents.
- To encourage a positive relationship with parents/carers and to develop a shared approach involving them in the implementation of school policy.
- To encourage the health, safety and well-being of all pupils and staff.

- To encourage senior pupils to set a good example to their junior counterparts.
- To take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, which includes protection from bullying.

ROLES AND RESPONSIBILITIES

The Governing Body will establish and keep under review the policy for the promotion of good behaviour.

The Headmaster will be responsible for the day to day implementation of the policy and procedures. He will also support staff faced with difficult behaviour.

All Staff, volunteers, and anyone else coming in to the school must act responsibly and professionally, and never denigrate pupils or colleagues. Discipline is to be consistent across the school so that behaviour boundaries and sanctions are clear to all and applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff will also ensure that concerns of pupils are listened to and addressed.

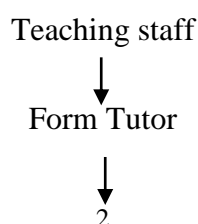
The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified, everything possible will be done to ensure that the appropriate support is provided.

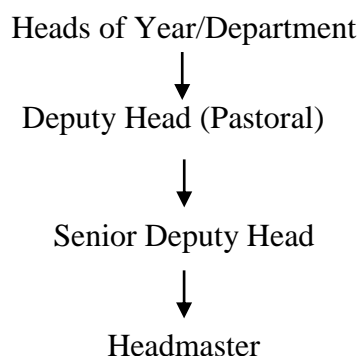
STRUCTURE

Any misdemeanour by an individual pupil should be dealt with through the following structure of responsibility which is dependent upon the severity of the incident.

- The pupil is reprimanded for breaking the school's code of conduct.
- The incident is recorded on iSAMS and Form Tutor, Head of Year and Head of Department (if it is academic/subject specific) are notified. (Possible consultation with the Head of Learning Support).
- Repetitive incidents or those serious in nature must be referred to the Head of Year or Head of Department (if subject specific).
- Further escalation to the Deputy Head (Pastoral)
- The Headmaster must be involved if the incident represents a serious breach of the code of conduct involving illegal substances (see policy), serious bullying (see policy), or violent conduct, theft or vandalism. The Headmaster may instruct the Senior Deputy Head to act on his behalf.

Thus:





INFORMATION

Negative incidents would be recorded on iSAMS. Debits given for minor infringements and recorded on a pupil's Achievement Card will also feed into the negative tally on iSAMS. Three debits = one negative. However, where appropriate, more detailed written notes about an incident should include:

- Date and time of incident.
- Name of pupil(s) involved.
- Names of witnesses.
- Brief statement of incident and any action taken.
- These notes should be passed to the Pastoral Office where they will be copied and distributed to the appropriate staff detailed on the record sheet as soon as possible. The original notes will be added to the student's file.

PROMOTION OF GOOD BEHAVIOUR

Members of staff should promote good behaviour by:

- Setting of consistently high standards by all staff who should lead by example.
- Encouraging senior pupils to set a good example.
- Having a clear Code of Conduct (the three Rs) for all pupils.
- Maintaining good and effective communication within the school and between home and school.
- Using assemblies, tutorials and PSHE to promote high standards and moral values.
- Giving praise and positive feedback.

All staff are responsible for utilising the school reward system by celebrating and rewarding good behaviour. Such rewards are recorded onto iSAMS as distinctions and are visible on the Parent Portal. The Achievement Card, where pupils will receive credits for achieving above KGS expectations will also feed into this system. Three credits = a distinction. These will be added to iSAMS every half term.

Pupils will be awarded Distinction certificates at the end of each term and at the end of year assembly; when those with the highest totals will be congratulated by the Headmaster for their efforts.

Certificates are awarded when the following totals are reached: 20 Bronze, 40 Silver, 60 Gold, 80 Platinum.

CODE OF CONDUCT

School rules are currently outlined in the School Planner given to all pupils. The 3 Rs:

- **Ready** to learn,
 - **Responsible** in actions and conduct,
 - **Respectful** towards others, their property and the school environment,
- are encouraged and reinforced on the pupil's Achievement Card and by all staff.

INTERVENTION BY OTHER AGENCIES

The school recognises that poor behaviour can have many causes, and aims to investigate the root causes of such behaviour. Where appropriate assistance from the Head of Learning Support and appropriate outside agencies will be requested as a means of addressing these issues. At no time however will disruptive behaviour be allowed to affect the education of others.

SANCTIONS

The school will implement a range of strategies to deal with inappropriate behaviour, including minor offences, which will usually be dealt with on the spot by individual members of staff with possibly only brief notation to the form teacher. If in doubt, however, a member of staff should seek advice from their Head of Year/Department. The placing of a pupil in detention should be a considered judgement and, wherever appropriate, guidance should be sought from appropriate personnel. Appendix 4 details the whole school detention process.

Staff should, in the first case, employ a range of suggested strategies to deal with poor behaviour (see Appendix 3 for more information).

The sanctions employed include:

By individual teachers

The consequence system used in the classroom follows a simple formula. A private warning x2; a third warning or short time-out, and pupils will automatically be kept after the lesson or asked to return at break.

Further to this, the teacher will inform the Form Tutor of the incident through recording behaviour on iSAMS, make a comment in the pupil planner and issue a longer, lunchtime detention if improvement is not evident.

Pupils who repeatedly fail to do homework punctually should be seen by the subject teacher and the Head of Department and given a lunchtime detention. This can be escalated to Stage 3 of the Whole School detention system if no progress is made (see Appendix 4).

By the Form Tutor

The Form Tutor may consider if appropriate/necessary to issue sanctions as a result of communications received from teaching staff. On occasion this may be followed up with a telephone call home or letter to parents/carers – discussed initially with the Head of Year – typed by the School Secretary, with a copy to the pupil's file.

Head of Year/Department

- Telephone call or letter to parents/carers and any sanctions above including setting own after school detentions where appropriate.
- Daily or Weekly Report. The focus of the report should be clearly stated on the document itself and parents/carers informed/utilised.
- Referral to the Head of Learning Support, Deputy Head (Pastoral), Senior Deputy Head or Headmaster.
- Interview with parents/carers (discuss with the Deputy Head Pastoral).

By the Deputy Head (Pastoral)

- Any sanction above.
- Daily or Weekly Report.
- Telephone call or letter and/or interview with parents/carers.
- Whole School Detention – a sanction for matters of serious ill-discipline or failure to attend or fulfil a Head of Department/Head of Year sanction.
- Refer to the Senior Deputy Head or Headmaster.

By the Headmaster

- Interview with parents/carers – letter to follow.
- Headmaster's Report.
- Headmaster's Detention (on Saturday morning).
- Temporary or permanent exclusion.

Whole School Detention

- School Detention is held during the evening between 4.00 and 5.00 pm.
- Advance notice will be given to parents/carers using the School Detention letter pro-forma and a full explanation given.
- A copy of the School Detention letter pro-forma must be placed on the pupil's file.
- Constructive work must be set by the teacher for the detention.
- School Detentions are for serious breaches of the Code of Conduct or failures to fulfil private sanctions.

- After three Whole School Detentions by any one pupil in a given year, any further detention will result in Headmaster's Detention. This will then re-set the detention clock.
- In the event that a member of staff or parent/carer wishes to arrange for a detention to be deferred, permission must be sought from the Deputy Head (Pastoral).
- Pupils in Whole School Detention will not be allowed to represent the school that week.

MONITORING AND EVALUATION

The school monitors detentions in order to identify issues and trends. In particular:

- Type of incident.
- Number of individual sanctions.
- Pupils involved.

This policy has been checked against the latest guidance from school inspectors (Regulatory Requirements, ISI, January 2017) and has been found to be compliant. It also has been evaluated with due regard to the latest statutory guidance (Keeping Children Safe in Education, DFE, 2015) and Behaviour and Discipline in Schools, Advice for Headteachers and School Staff (2016).

Kirkham Grammar School
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CODE OF CONDUCT

Many of the rules below are common sense and others are reminders that we live in a community and that we have responsibilities to others. Many of the important issues are not included, such as the expectation of honourable conduct because we assume that we can anticipate this. We expect all pupils to be, in manner and speech, honest, courteous, truthful and considerate of all members of the school community and to preserve the good name of the school. Any violent or aggressive conduct to any member of staff is unacceptable and will be dealt with in the strictest terms.

The Headmaster may make an amendment to a rule by communication to pupils typically through assemblies.

BREAK TIMES AND LUNCH TIMES

Pupils are not allowed into classrooms or corridor areas during break times unless going to the toilet or to their allocated 'Wet' rooms (if open).

Toilets or cloakroom areas may not be used for gathering.

Pupils should respect furniture in 'Wet' rooms and ensure that litter is placed in bins provided.

Unless out of bounds pupils may play on the grass but should ensure they play sensibly.

The all-weather surface may be used by those wishing to play football when not in use for organised activities (trainers to be worn).

Full dress code must be observed at the end of lunch/break when re-entering classrooms.

BEFORE AND AFTER SCHOOL

Full school uniform must be worn on arrival at school and on leaving school. Specific permission will be given for alternative attire. Permission for CCF uniform will be granted for the appropriate time.

Pupils remaining after school for a club or practice must travel home in school uniform or full school tracksuit.

Care must be used in accessing the buses at all times.

Pupils waiting at the front of school to be collected must behave in an orderly and sensible fashion. The grass area is out of bounds and ball games are prohibited owing to the proximity of vehicles.

PERSONAL PROPERTY

The school accepts no responsibility for loss or damage to personal property left unattended.

At all times respect must be shown for other people's property.

Pupils must never interfere with or remove another pupil's property – it is likely to be interpreted as theft.

All buying/selling in school is forbidden as is gambling or swapping without the foreknowledge of a teacher and of the parents of both pupils.

It is permissible to have mobile telephones at school but they must be switched off when in buildings. If confiscated they may, after a first offence, be collected at the end of the day from Reception. Any subsequent offence will involve discussions with parents about the use of mobile telephones (see policy 45 for more details).

Bags should be carefully looked after throughout the day. Lockers must be used to store bags through the day except at break. Pupils should be mindful of security and appropriate use if they choose to bring expensive items in to school.

Following guidance set out by the Education and Inspections Act 2006, staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal, or banned by the school. The first priority is to ensure that pupils are in a safe and secure environment when they are in the care of the school, and any items that may jeopardise the safety of other pupils or themselves will be taken without notice.

A teacher may search a pupil with their permission to look for any item that the school's rules say must not be brought into school. The Headmaster and other members of staff authorised by him have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes, fireworks, pornographic images, articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes confiscated in school will be destroyed.

SCHOOL PROPERTY

School facilities can be dangerous when not supervised. Pupils should not enter laboratories, technology rooms or sports facilities without permission from a teacher. Any accident involving school facilities must be reported by pupils to the teacher on duty or School Reception.

BOUNDS

Pupils in Forms 1-5 must remain on school premises throughout the school day.

The SLH is out of bounds for all pupils without the permission of a teacher. The CCF wood, the area adjacent to the Pavilion and Grammar School Lane are out of bounds without specific permission.

Sixth Formers may visit Kirkham at lunch times or during certain free periods. Whenever they leave school they must follow the signing out procedures, they must be in full school attire and not be seen eating in the streets.

Pupils who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school. This also applies to pupils who break school conduct during school trips or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

GENERAL

Pupils must follow the uniform guidelines at all times.

Litter must be placed in the bins provided.

Chewing gum is not allowed at any time

All food should be consumed in the Dining Hall.

Within school corridors pupils should keep left to avoid congestion.

Pupils may not smoke, nor be in possession of smoking materials, consume nor purchase alcohol, nor enter a public house within the school day. The possession and taking of non-prescribed drugs is also forbidden and in the case of drugs and alcohol, abuse may lead to exclusion of the pupil.

All ball games must be played in a manner which does not affect people nor endanger school property.

Pupils should ensure 'respectable distance' is maintained between individuals and that there are no overt signs of physical affection. This includes holding hands and kissing.

CLASSROOM EXPECTATIONS

This Code of Conduct for classrooms should be applied by all staff and followed by all pupils.

Inevitably there may be some differentiation based upon the age of pupils but good practice should be maintained at all times.

BEFORE LESSONS

- Pupils must arrive promptly for lessons.
- Pupils may wait in rooms for the start of a lesson unless instructed to wait outside, in which case they should line up in single file in the corridor ensuring they do not block the thoroughfare.
- Pupils wait quietly for the bell. If a member of staff has not arrived within 3-5 minutes the Form Captain or other representative of the teaching group should go to School Reception and/or the Staff Common Room to enquire their whereabouts.
- After entering the classroom pupils should stand until told to be seated.

DURING LESSONS

- Pupils must bring appropriate equipment to ALL lessons.
- Eating, drinking and chewing are not permitted.
- Pupils must put up their hand if they wish to ask or answer a question.
- If a visitor enters the classroom all pupils must stand.
- Mobile telephone must be switched off in lessons unless the teacher has included the use of such devices in the lesson plan, and instructed pupils to use them.
- Pupils should work purposefully and at no time disrupt the work of other pupils by their behaviour.
- Homework planners must be used to write down homework.

END OF LESSON

- The bell is a signal for the teacher NOT for the pupil. Pupils should only pack away when instructed.
- Chairs and stools must be pushed under desks and any litter placed in the bin before departure.

BETWEEN LESSONS

- Pupils should move purposefully and directly from one lesson to the next.

Dealing with Inappropriate Behaviour

From time to time the behaviour of some pupils will need to be managed effectively in order to maintain the optimum learning environment.

Strategy Checklist	
Remind and rehearse class routines with pupils	Ask a colleague to observe the problem in the classroom
Introduce/change seating plan	Enlist support of colleagues to adopt a common approach to the problem
Implement system for rewarding rule compliance	Meet the pupil(s) on a regular basis to discuss progress and problems
Check for information about any learning difficulties	Identify a specific response to cheek, backchat which retains your authority and positive working relationship
Consult with pastoral staff for background information	Identify a specific response to serious and challenging behaviour
Match tasks to ability	Impose informal sanctions and supervise them personally
Generate a positive classroom atmosphere	Exclude the pupil from the lesson for a short period
Identify circumstances associated with behaviours	Enlist parental support via correspondence or meetings
Alter the structure of the lesson	
Implement a specific programme to encourage positive pupil behaviours	
Set achievable goals and acknowledge small gains of attainment	
Show positive interest in pupil's hobbies and accomplishments	
Interact with pupils around school/clubs/trips	

WHOLE SCHOOL DETENTION

SUBJECT TEACHER (STAGE 1)

a) Low level poor behaviour during lesson.

Homework not completed 1st time.

Late for lesson twice – record on iSAMS (allow 5 mins conveyance between period 2-3 & 4-5).

5/10 minutes at break lunchtime with subject teacher / or imposition*.

b) Homework not completed 2nd time.

Continued low level poor behaviour.

Late for lesson 3 times.

15 minutes at lunchtime with subject teacher / or imposition* for incomplete work.

Record in planner. Discuss with HOD/HOY.

HOD/HOY/AH (STAGE 2)

Homework not completed 3rd time.

Continuous low level poor to moderate behaviour.

Late to lesson 3 or more times.

30 minute lunchtime detention with teacher.

Parents contacted by HoD/HOY/AH.

Record negative on iSAMS.

Specific subject or all subject pupil report

Detention overrides lunchtime activity at the discretion of HOY/HOD/AH.

****Poor behaviour in a lunchtime detention, moves on to next level.***

WHOLE SCHOOL INTERVENTION (STAGE 3)

Homework not completed 4th time.

Not turning up to lunchtime detention twice.

Moderate to serious poor behaviour.

Late to lesson 6 or more times.

Whole School Detention.

Detention supervised by DHP/SDH/AH.

Letter to parents.

Work set by subject area. Work set by HOY/DHP/AH if behavioural.

Pupil not allowed to represent school that week.

HEADMASTER'S DETENTION (STAGE 4)

Serious poor behaviour. Saturday detention.

Not allowed to represent school.

Late to lesson 9 or more times.

3 after school detentions = 1 Saturday detention. Letter to parents.

***Imposition**

Written agreement to complete work (class/homework) by the next day or date given by teacher in planner. Signed by parents.