

KIRKHAM GRAMMAR SCHOOL

POLICY DOCUMENT

BEHAVIOUR, REWARDS AND SANCTIONS

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

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| Policy number: 7 | Originating date: February 1998 | Date last reviewed: July 2021 | Next review: July 2023 |
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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.

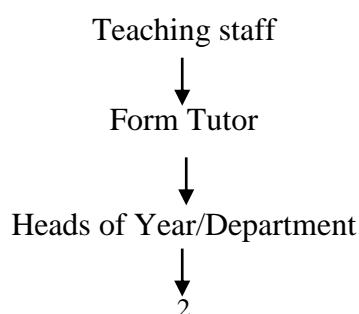
The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified, everything possible will be done to ensure that the appropriate support is provided.

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 (a negative is recorded) 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) and recorded on CPOMS.
- Further escalation to the Deputy Head attached to the Year Group and then the Senior Deputy Head.
- 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:



Deputy Head attached to Year Group



Senior Deputy Head



Headmaster

INFORMATION

Negative incidents recorded on iSAMS will be seen by parents/carers, by means of a drop down box of poor behaviour. If more information is needed around the circumstances of giving a negative, teaching staff should email the Head of Year/Head of Department. However, for a serious concern, (where staff would have completed an incident report form), more detailed written notes about the incident should be recorded on CPOMS and include:

- Date and time of incident.
- Name of pupil(s) involved.
- Names of witnesses.
- Brief statement of incident and any action taken.
- Any incidents recorded on CPOMS should be shared with relevant staff, and should always include the DSL and DDSL. Any original statements/documents relating to the incident should be sent to the Pastoral Office to be scanned and added to the report, before being stored in the pupil's file.

PROMOTION OF GOOD BEHAVIOUR

Members of staff should promote good behaviour by:

- Consistently setting high standards and leading by example.
- Encouraging senior pupils to set a good example.
- Having a clear Code of Conduct (the three Rs) for all pupils. A detailed Code of Conduct can be found in the Staff Handbook. See Appendix 2 for Classroom Expectations.
- 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 (years 1-3) or recognitions (years 4-6), and are visible on the Parent Portal.

Pupils will be awarded Distinction certificates at the end of each term in 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, 100+ Diamond.

Recognitions will be awarded for **effort, achievement and service**. They are totalled at the end of every term by the Head of Year and will be announced in Year Assemblies. Totals are cumulative over 4 years.

Bronze = 50 Recognitions

Silver = 100 Recognitions,

Gold= 150 Recognitions

Platinum= 200+.

A credit card will be given to students once they reach each level and these are linked to privileges.

CODE OF CONDUCT

School rules are outlined in the 3 Rs:

- **Ready** to learn
- **Responsible** in actions and conduct
- **Respectful** towards others, their property and the school environment

These are encouraged by all staff and displayed around the school.

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 implements 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 1 details the stages of the 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 be issued a negative which will be recorded on iSAMS. The teacher must explain to the pupil the reason for issuing the negative and include a sanction of a short detention (5/10 mins) at break or lunchtime. Subject staff may also send an email to HOY and HOD giving more detail of the situation. HOD should be notified of poor behaviour in the classroom and HOY for poor behaviour outside the classroom.

By recording a negative on iSAMS, the Form Tutor will automatically be notified and should speak to the pupil about this.

Pupils who repeatedly fail to do homework punctually (Stage 2) should be seen by the subject teacher and the Head of Department and given a 15 minute lunchtime detention. This can be escalated to Stage 3 of the school detention system if no progress is made (see Appendix 1).

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 email to parents/carers – discussed initially with the Head of Year with a record of this on CPOMS.

Head of Year/Department

- Telephone call or email to parents/carers detailing 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 card itself and parents/carers informed/utilised.
- Referral to the Head of Learning Support, Deputy Head attached to the Year Group, Senior Deputy Head or Headmaster.
- Interview with parents/carers (discuss with the Deputy Head attached to the Year Group).

By the Deputy Head

- Any sanction above.
- Telephone call or email and/or interview with parents/carers.
- After School Detention – a sanction for matters of serious ill-discipline or failure to attend or fulfil a Head of Department/Head of Year sanction.
- Referral 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.

After School Detention

- The detention is held during the evening between 4.00 pm and 5.00 pm.
- Advance notice will be given to parents/carers by email or a telephone call by HOY/HOD and a full explanation given.
- A register of all pupils attending an after school detention is kept on a log in the Pastoral Office.
- Constructive work must be set by the HOD for the detention or reflective work, by the Head of Year, if it is of a pastoral nature.
- After School Detentions are for serious breaches of the Code of Conduct or failures to fulfil private sanctions.
- Three After School Detentions by any one pupil in a given year, will result in a Headmaster's Saturday 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.
- Pupils in After School Detention will not be allowed to represent the school that day.

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, 2020) and Behaviour and Discipline in Schools, Advice for Headteachers and School Staff (January 2016).

Kirkham Grammar School
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SCHOOL DETENTION STAGES

SUBJECT TEACHER (STAGE 1)

a) Low level poor behaviour during lesson.

Homework not completed 1st time, issue pupil with a warning.

Late for lesson twice – record on iSAMS registration (allow 5 mins conveyance between period 2-3 & 4-5). Issue two warnings to pupil.

b) Homework not completed 2nd time.

Continued low level poor behaviour.

Late for lesson 3 times.

Record as a negative on iSAMS along with a sanction of 5/10 minutes at break/lunchtime with subject teacher. Discuss with HOD/HOY.

HOD/HOY (STAGE 2)

Accumulation of three negatives

30 minute lunchtime detention with HOY/HOD, dependant on whether academic or pastoral related.

HOY/HOD to email parents to inform them of the detention.

Detention overrides lunchtime activity at the discretion of HOY.

**Poor behaviour in a lunchtime detention, moves a pupil to Stage 3.*

AFTER SCHOOL INTERVENTION (STAGE 3)

Accumulation of six negatives or moderate to serious poor behaviour.

Detention supervised by Deputy Head.

Email to parents.

Work set by HOY if behavioural or HOD if subject specific.

Pupil not allowed to represent school that day.

Negatives reset after 6, from the date of the After School Detention.

HEADMASTER'S DETENTION (STAGE 4)

Serious poor behaviour. Saturday detention.

Not allowed to represent school that week.

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

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.
- Pupils should work purposefully and at no time disrupt the work of other pupils by their behaviour.

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 | | | |
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| | 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 | | |

ADDENDUM TO THE BEHAVIOUR, REWARDS AND SANCTIONS POLICY

The purpose of this addendum is to set out the behavioural expectations of pupils whilst participating in learning from home. Essentially, pupils are to maintain the highest standards of behaviour, reflecting how they would behave in a lesson conducted at school.

During periods of extended school closure, the Code of Conduct (the three Rs) will be transferred to the virtual classroom:

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| Ready to Learn | Attend Google Classrooms at the appropriate time with stationery items required (including textbooks). |
| Responsible in actions and conduct | Microphones and cameras are to be switched on/off at the instruction of the teacher. Mobile phones should not be used whilst in lessons. |
| Respectful towards others | Pupils should not distract others from their learning or impede the progress of the lesson |

When interacting with peers and staff online, pupils should always be kind and respectful to each other and obedient to staff, remembering at all times that they are teachers and that teachers are not ‘friends’ with, or peers to, pupils.

Pupils should be aware of the following:

- Pupils should address teachers and refer to peers as they would in a classroom setting.
- Pupils are prohibited from taking screenshots, recording lessons or engaging in private chat during online lessons.
- Pupils should ensure that they do not engage in any behaviours that would disrupt the learning of others, or cause distress or offence.
- Reports of online bullying will be taken very seriously.

The school **Consequence System** is still in force and will be applied as follows:

Any individual not behaving themselves will be

- Given a verbal warning that their behaviour is not acceptable.
- Put on mute by the teacher
- Excluded from the ‘live element’ of the lesson if the previous two warnings are not heeded.

The teacher will award a negative on iSams and notify the parents, via email (under heading ‘Behaviour Reminder’), of any exclusions.

Pupils excluded from the live meeting must complete the tasks set out in the Google Classroom and submit work for checking/marking as requested.

Effort and achievement will continue to be rewarded with distinctions.