



**Attitude to Learning and
Behaviour Policy and
Procedure
Updated January 2020**

EQUALITIES STATEMENT

Kingsmeadow School is committed to equal opportunities for all and the policy will be applied equally to all members of the school community regardless of age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

We are committed to providing a calm, caring and well-ordered environment where everyone feels safe, happy and understands the expectations of attitudes to learning in order to create an ethos conducive to excellent learning and teaching for all.

We promote a culture of praise and encouragement and expect consistency of response to both positive and negative behaviour.

We believe that positive relationships based on mutual respect, promote positive attitudes to learning and that as students learn by example, all adults within the school should act as positive role models with regard to their own behaviour.

Equality Targets

Everyone at Kingsmeadow School must strive to accept and meet the differing needs and aspirations of all members of the school community, using human resources and skills available to us all to:-

1. Safeguard individuals from all forms of abuse and harassment. We must ensure that victims can be confident of support and, where appropriate redress. We must ensure that aggressors can never claim the excuse of acting out of ignorance.

Success Criteria

- Incidents of aggression and bullying are rare and dealt with effectively and outcome of which are recorded on our MIS (Management Information System).

2. Establish a school ethos built on mutual trust and respect. We should treat others as we would wish to be treated. We should respect other people, their property and school premises.

Success Criteria

- Students regularly receive merits and praise for their positive attitudes to learning, respect to others, their school campus and their local community.
- Incidents of disrespectful behaviour are rare and dealt with promptly and effectively and the outcome of which are recorded on our MIS.

3. Safeguard the rights and freedoms of others. We must actively pursue our aim to help students develop personal moral values which respect the values and tolerates differing religious and cultures.

Success Criteria

- Racist and homophobic incidents are extremely rare and dealt with promptly and effectively and the outcome of which are recorded on our MIS.
- Students display tolerance, support of and celebrate other cultures/religions through their work.

4. Develop an organisation which maximises pupil opportunity and experience. We must ensure that the curriculum and other activities encourages and supports the opportunity for all. We must ensure that students are not excluded from activities because of status or income.

Success Criteria

- All student groups are able to access the curriculum fully and discreet intervention results in specific gaps in student achievement narrowing and in line with the whole school population and national figures. E.g. boys, girls, students with SEND and students receiving free school meals.

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1. Rationale

1.1 Kingsmeadow School is committed to equal opportunities for all and the policy will be applied equally to all members of the school community regardless of gender, race, religion, sexuality, age or any disability.

1.2 We are committed to providing a calm, caring and well -ordered environment where everyone feels safe, happy and understands the expectations of Attitudes to Learning in order to create an ethos conducive to excellent learning and teaching for all.

1.3 We promote a culture of praise and encouragement and expect consistency of response to both positive and negative behaviour.

1.4 We believe that positive relationships, based on mutual respect, promote positive Attitudes to Learning and that as students learn by example all adults within school should act as positive role models in their own behaviour and relationships.

2. Objectives

2.1 To communicate expectations effectively with all members of the school community -students, staff, governors and parents/carers.

2.2 To ensure that positive behaviour, good work and good attitudes are positively and fairly rewarded on the school's MIS.

2.3 To ensure that students, staff, governors, parents/carers have a clear understanding of the consequences of unacceptable behaviour and the sanctions applied.

3. Roles and Responsibilities

3.1 Students are expected to take responsibility for their own attitudes to learning and will be made fully aware of the policy procedures and expectations. Students are encouraged to support others by taking responsibility for their social and learning environment and reporting poor behaviour.

3.2 Parents/carers are expected to work in partnership with school to assist in maintaining high standards and expectations. They are encouraged and supported to take responsibility for the behaviour and attitudes of their children both inside and outside of school. Parents will receive up to date information about their child via the school's MIS.

3.3 Staff are expected to lead by example modelling positive attitudes to learning and engagement. It is their responsibility to ensure a positive, supportive and safe learning environment is in place for each and every student to achieve their very best at Kingsmeadow. Any instances of inappropriate behaviour will be recorded and dealt with via the school MIS.

3.4 The Governing body is responsible for monitoring the effectiveness of any such systems that support the outcomes of students by ensuring positive attitudes and behaviours within the Kingsmeadow Community. It is their role to hold the Headteacher and SLT to account through regular monitoring and evaluation via the governance structures.

4. ATTITUDES TO LEARNING



4.1 Students will be assessed on Attitudes To Learning and this will be recorded as part of their termly assessments. Staff will be expected to discuss Attitudes To Learning with students using the language on the poster. Any incidents of positive and negative Attitudes to Learning are to be recorded on the school's MIS. Students are expected to demonstrate our six character traits within school.

4.2 A Kingsmeadow student is expected to:

- Wear the correct uniform
- Follow instructions
- Demonstrate school character traits
- Use appropriate language
- Not chew gum in school
- Have their mobile phone, mp3 player, iPods' etc switched off and in their bag
- Eat or drink (except water) only in the designated eating areas
- Keep to the left on all stairs and corridors
- Walk, not run
- Talk, not shout

4.3 Uniform Standards

Kingsmeadow students are expected to wear the school uniform correctly and with pride.

- Kingsmeadow green blazer
- White shirt which fastens at the neck and is tucked in
- Kingsmeadow tie clipped on correctly
- Formal black school trousers or kilt (no skinny fit black trousers or leggings)
- Kingsmeadow tank top
- Plain black formal shoes (no trainers, boots or plimsolls)
- No caps, hoodies, tattoos or jewellery
- No "skinny" fit trousers or leggings
- Natural make up only
- No extreme hairstyles
- Natural hair colour only
- No tramlines or carvings

- No false tan, nose piercings or false nails
- Face must be clearly visible at all times

4.4 PE Kit

- Kingsmeadow PE Long sleeved top
- Training shoes
- Plain black Kingsmeadow Jogging bottoms, Kingsmeadow shorts, plain black sports leggings (girls)
- Black knee length socks
- Football boots

5. Rewards

Positive behaviour is promoted in school and targeted assemblies and displays act as a constant reminder of student expectations.

5.1 Staff are expected to record positive incidents on each individual student's behaviour log on the school's MIS. It is expected that each member of staff should record Attitude to Learning commendations regularly. If a group of students participate in an enrichment or extracurricular activity this information must then be recorded.

5.2 Rewards have been developed to ensure a fair and equitable response to positive behaviour which is both motivational and encourages high expectations. A positive attitude to learning results in students earning merits. Conversely, a negative attitude to learning results in students losing merits.

Award ceremonies and house assemblies rewarding positive behaviour and achievements take place throughout the academic year. All students are given the opportunity to take part in the end of year Celebration Day which is a culmination of the school rewards process. The day is a way of recognising students' effort and achievement and the aim is to reward their hard work throughout the year. Places on the rewards trips are open to all students, but the more merits a student earns, the more choices they have as to which trip they take part in. Rewards trips are split into Gold, Silver and Bronze categories.

Rewards trips are a privilege and students must demonstrate responsible behaviour and act as good ambassadors of the school. Any student whose behaviour in school is unacceptable may not be allowed to attend a trip and may have to remain in school. Any student who does not participate in a rewards trip will be expected to attend school as normal.

Merits are combined at the end of the year and go towards the grand total for each house; Angel, Baltic, Sage and Tyne. These merits result in a final house reward at the end of the academic year.

6. Sanctions For Poor or Unacceptable Behaviour

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who do not meet the school expectations or who fail to follow the clearly outlined Attitudes to Learning process.

6.1 Students can be disciplined for poor behaviour when they are taking part in any school organised activity, on the way to and from school or any occasion when they are in school uniform.

Sanctions can include:

- Verbal warning
- Moved to another area of the classroom
- Discussion after a lesson about behaviour expectations
- Being kept back after class
- Break/ lunch time detention
- Formal after school detention (parental permission is not required)
- Tutor report
- Subject report
- Head/Assistant Head of Standards report
- Head of Pastoral report
- Phone call to parents
- Confiscation of inappropriate items
- Meeting with parents or carers

Further sanctions available to Head of Standards and Senior Leaders are:

- Governors Behaviour Panel/Report
- Internal Isolation
- Turn around placement at another school
- Managed move - FAP or between schools
- Assessed placement at River Tyne Academy
- Fixed Term Exclusion
- Permanent exclusion (Head Teacher only)
- Any other sanction agreed by HoS or SLT

7. Banned items

The following items are banned from the school site. If they are brought into school they will be confiscated and disposed of by the school. If we have reason to believe a student has brought a banned item onto site they will be searched by a senior member of staff. (parental consent is not required).

There are two sets of legal provisions which enable school staff to confiscate items from pupils. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Items confiscated under the categories listed below will not be returned to the pupil or parent/carer (where appropriate they will be disposed of safely or, if necessary handed into the police).

7.1 The following items should never be brought onto the school site:

- Knives and offensive weapons
- Alcohol
- Drugs or drugs paraphernalia
- Stolen items
- Cigarettes, tobacco and cigarette papers (including vape pens and e-cigarettes)
- Lighters
- Aerosols
- Chewing gum
- Fireworks
- Any items which a student intends to sell
- Pornographic images
- Any article which has been or is likely to be used: to commit an offence, cause injury to, or damage the property of any person.
- Energy Drinks

Mobile Phone Use (Other Personal Devices)

We strongly advise that students do not carry their mobile phones with them at school or on school trips, but we accept that parents may wish that their child carries a mobile phone when travelling to and from school for use in an emergency. Mobile phones will be kept switched off and not used while on the school premises.

Students found using mobile phones or other personal devices, inappropriately or in contravention of agreed policy, within school will have their device confiscated which must then be collected from the Support Zone at the end of the school day.

Where a mobile or other device is brought into school, it is entirely at the students' and parents' own risk. The school accepts no responsibility for the loss, theft or damage of any phone or other electronic device.

It is forbidden to record photographic images (still or video) or sound recordings of staff or students at any time using a personal device, mobile phone, tablet or other recording equipment.

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The school reserves the right to search the content of a confiscated device where there is a reasonable suspicion that it may contain undesirable material, including those which promote pornography, violence or bullying.

Levels of behaviour and appropriate sanctions

	Types of behaviour include but are not limited to:	Possible sanctions include but are not limited to:
Green (-5 merits) Low level disruption	Contraband, Inappropriate language, Inappropriate use of IT, Name calling, Non compliance, Poor quality of work, Uniform infringement. Disrupting the learning of others. Not fully equipped.	Verbal warning, move seat, keep back at end of lesson, time outside of classroom (no more than 3 minutes) teacher detention, form tutor report, teacher report. Pastoral counselling, home contact, behaviour support interventions, restorative justice.
Amber (-10 merits) Persistent disruption	Missed deadlines, Out of Bounds, Persistent misuse of IT, Persistent non compliance, Persistent poor quality of work, Persistent uniform infringement. Persistent low level disruption, persistent poor attitude to learning.	Teacher detention, teacher report, head of department report, assistant head of standards report, head of standards report, home contact, withdrawal from class (time defined), change of teaching group, parental meeting, behaviour support interventions, restorative justice
Red (-15 merits) Serious disruption	Assault on another student, bringing school into disrepute, dishonesty, endangering the safety of others, examination malpractice, extreme use of IT, fighting, in possession of a weapon, intimidation, selling goods in school, serious disruption, serious verbal abuse, sexualised behaviour, smoking, substance abuse, truancy/absconding, vandalism, violence towards staff, walking away from staff, inappropriate use of mobile phone/device	ON CALL, removal from lesson, head of standards report, head of pastoral/assistant head teacher report, referral to support zone, parental meeting, governors behaviour panel referral and report, fixed term exclusion, internal isolation, offsite external turnaround placement, referral to behaviour support, referral to pupil placement panel, outside of panel managed move, behaviour support interventions, permanent exclusion.

8.1 Class Teachers/Form tutor

Class Teachers have a responsibility to ensure that their lessons are well prepared, carefully structured, interesting, inspiring and appropriate to the age and ability level of the class. They should be calm and reasonable in dealing with students. In the event an incident occurs, these should be recorded on our MIS on a **green slip**.

8.2 Referral to Head of Department/Assistant Head of Standards

Class teachers should refer to their Head of Department/ assistant head of standards any problems which are more serious or persistent. These should then be recorded on our MIS on an **amber slip**.

8.3 Referral to Head of Standards/Assistant Head Teacher/On call

To be updated January 2020 CRI/DVo

This should take place wherever Class teachers or Heads of Department feel that a problem does not have its root cause in the curriculum. These should be recorded on our MIS on a **red slip**.

8.4 Using the On call system.

Some incidents are so extreme immediate action is required. Should these occur staff should seek support immediately. The supporting member of staff will deal with the situation in the most appropriate way. If possible staff should make sure that you have attempted to deal with the situation using all other sanctions before calling ON CALL, all staff must be able to clearly justify their use of the ON CALL. Incidents of 'ON CALL' must be recorded on the student's behaviour log by the member of staff calling ON CALL.

The purpose of the on call system is to diffuse incidents of poor behaviour where students disrupted the learning of others. Once a problem has been dealt with all students need to be given the opportunity to start with a clean slate and will be placed back into the lesson, in most cases

8.5 Referral to Head Teacher

For very serious problems where the outcome is likely to be exclusion.

8.6 Governor's Panel

Once all of the sanctions available to teachers and pastoral staff have been employed, then students will be referred to a Governors' Panel. This works alongside a Pastoral Support Plan (PSP) structure and allows for a meeting between the parents/carers of the child, Head of Pastoral Care and School Governors. At the meeting the issue with the student is discussed, targets are set and the PSP is begun. After 6 weeks the targets and progress against them is reviewed, this happens three times so that a student has 18 weeks in which to improve their behaviour. After this a decision will be made regarding the future of the student in Kingsmeadow School.

9. Links with other Policies

This policy should be read in conjunction with a number of other policies:-

- Child Protection and Safeguarding Procedure and Policy
- Anti -Bullying Policy
- Online Safety Policy

10. Acknowledgements

Guidance on what to include in a Behaviour Policy - DFE January 2017

Education Act 2011

School Discipline and Behaviour Policies - DFE