



Attitude to Learning and Behaviour Policy and Procedure Updated January 2018

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.

CONTENTS

To be updated January 2020 CRI/DVo

1. Rationale
2. Objectives
3. Roles and Responsibilities
4. Attitudes To Learning
5. Rewards
6. Sanctions
7. Banned items
8. Poor Behaviour - procedures
9. Links with other Policies
10. Acknowledgements

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 Behaviour Watch system.

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 a weekly Parental Engagement Report outlining the type of week their child has had at Kingsmeadow via the school's MIS system.

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 systems.

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 behaviour watch system.

4.2 A Kingsmeadow student is expected to:

- Wear the correct uniform
- Follow instructions
- 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 green blazer
- White shirt which fastens at the neck and is tucked in
- Kingsmeadow tie clipped on correctly
- Formal black school trousers or kilt
- 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

The Behaviour Watch system is promoted to all members of staff through staff development sessions. It is promoted to all students through targeted assemblies and the use of posters which are displayed in all classrooms and social areas as a constant reminder of expectations.

5.1 Staff are expected to record positive incidents using individual student's behaviour log. This will be recorded via the school's Behaviour Watch System. It is expected that each member of staff should record '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. Positive Attitudes to Learning result in students earning house points, conversely negative Attitudes to Learning result in students losing house points. Student engagement in extra-curricular activities or visits within school, are also recorded as positives and count towards a student's points account. There are Award Ceremonies rewarding positive behaviours and achievements throughout the academic year, however, all of the points go towards the grand total of points for a student's house; Angel, Baltic, Sage or Tyne. These house points will result in a final house reward trip at the end of the year. All of this is recorded on the school's Behaviour Watch system.

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:

- 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)

All of this information can be found on the school's Behaviour Watch System.

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)

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
- Lighters
- Aerosols
- 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

8. Procedures for dealing with students who fail to meet our behaviour expectations (see chart)

Guidelines for Staff

- Stay calm in all situations.
- Do not shout or use sarcasm - if admonishing a student, condemn the act but not the person.
- Any extra tasks set for students should be purposeful, not merely repetitive.
- Students may be detained for up to 10 minutes at the end of periods 2 and 3, or up to 60 minutes after school. This must be recorded. If the incident is serious and a detention that day is appropriate this can be arranged in consultation with Heads of Standards if parents have been contacted.
- Physical punishment must never be used or threatened.

The management of behaviour is the responsibility of all staff

8.1 (i) Class Teachers

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. If this happens, then problems will be kept to a minimum. These should then be recorded on Behaviour Watch on a **green slip**.

8.2 (ii) Referral to Head of Department

Class teachers should refer to their Head of Department problems which are more serious or persistent. These should then be recorded on Behaviour Watch on an **amber slip**.

8.3 (iii) Referral to Form Tutor/Support Zone/Head of Standards

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 Behaviour Watch on a **red slip**.

8.4 Extreme/Severe Problems

Some incidents are so severe they need dealing with straight away. These should occur very infrequently, but if they do happen seek support immediately. The supporting member of staff will deal with the situation in the most appropriate way. If possible please 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.

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.

EXAMPLES OF BEHAVIOUR TYPES, CODINGS AND SANCTIONS		
Behaviour	Responsibility	Possible sanctions
Talking out of turn, work avoidance, disrupting work of others, leaving seat without permission, no equipment, arriving late, shouting out answers, bad language between students	GREEN SLIP on BEHAVIOUR WATCH Class teacher Form Tutor	Verbal warning, Tactical ignore, warning, look non verbal action, move seat, keep back at the end of lesson p2 & 3, cool off outside class (no more than 3 mins), teacher detention 5 mins, lesson report, teacher report for 3 lessons
Persistent low level disruption. Poor standard of work produced. Failing to put right previous poor behaviour.	AMBER SLIP ON BEHAVIOUR WATCH	Teacher detention Extra work Counselling

Rudeness, arguing/ answering back, refusal to move seat when asked. Persistent poor uniform, attendance and punctuality. Poor behaviour continues, unacceptable standard of work or refusal to complete tasks set, persistent non-cooperation or more serious.	Class Teacher Head of Department Form Tutor Head of Standards /Achievement	Teachers report Form tutor report Letter home After school detention Counselling Subject report, contact home Withdrawal from class (time defined) Change of teaching group
Persistent low level disruption continues/escalates. One off more serious incident Behaviour not improved One off more serious (physical harm to someone, major disruption, serious physical or verbal aggression, drugs, alcohol, weapons) or culmination of disruptive behaviour which could lead to PX	RED SLIP ON BEHAVIOUR WATCH Head of Pastoral Care / Support Zone Team / Senior Leaders / Teaching Staff / Associate Staff	If continues HOD referral for Support Zone placement Anger management Behaviour modification programme Restorative justice Exc FT Parental interview Pastoral Support Plan Referral outside agencies Referral pupil placement panel Managed move

8.5 Referral to Head of Standards

Serious incidents of misbehaviour or persistent problems should always be referred via Behaviour Watch to Head of Standards / Achievement.

8.6 Referral to Head of Pastoral Care

Very serious misbehaviour or persistent misbehaviour should be referred to Head of Pastoral Care

8.7 Referral to Head Teacher

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

8.8 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 PSP structure and allows for a meeting between the parents of the child, Head of Pastoral Care, the Headteacher 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:-

- The Child Protection and Safeguarding Procedure and Policy
- The Anti -Bullying Policy

10. Acknowledgements

Guidance on what to include in a Behaviour Policy - DFE January 2012

Education Act 2011

School Discipline and Behaviour Policies - DFE