



Katherine
Warrington
School

Behaviour and Conduct Policy

1. Introduction
2. Our Values
3. Key Behaviour Principles
4. Student Responsibilities
 - a. Student Code of Conduct
 - b. Uniform
5. Student Recognition
6. Student Warnings and Consequences
7. Roles and Responsibilities
8. Student Transition
9. Coronavirus Addendum

Appendices

1. Statement of behaviour principles
2. Guidance documents
3. Student Code of Conduct
4. Uniform policy
5. Home-School Agreement
6. Recognition Summary
7. Warnings and Consequences Summary
8. Restorative Meeting Questions
9. Confiscation procedures

| | | | |
|--|--------------------|--------------|-----------|
| Version & Date: | V1 July 2021 | Review Date: | July 2022 |
| Member of staff responsible for policy | Deputy Headteacher | | |

1. Introduction

This policy is a working document and may change throughout the school year. The behaviour system at Katherine Warington School is based on **respect, readiness** and **responsibility**. All adults in the KWS community will establish a culture of calm, kind and consistent behaviour management and strive to demonstrate certainty about their expectations at all times. Any follow up to poor behaviour will address the student's behaviour, not the student themselves. All members of the KWS community should remember that a chaotic response by one adult or a variety of adults to the same poor behaviour simply breeds more chaotic behaviour.

The school believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- promoting good behaviour through calm and consistent adult behaviour, relentless routines, giving first attention to best behaviour, scripting difficult interventions and restorative follow-up;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures;

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher is responsible for reviewing and approving this behaviour policy, giving due consideration to the school's statement of behaviour principles as written by the governing board (appendix 1).

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

In the formulation of this policy due regard was given to relevant guidance from the Department for Education and Hertfordshire County Council. A list of the guidance documents can be found in appendix 2.

2. Our Values (3 Rs)

A learner at Katherine Warrington School will be **respectful** to all members of the school community and the environment, always **ready** to learn and **responsible** in all their endeavours.

Respect

- We consistently show **courtesy, good manners** and **tolerance** to all members of our **community**. We respect and value **diversity**.
- We **respect** and value the **environment** and the **resources** and **facilities** in and around school that enable us to learn effectively.
- We recognise that **respect** requires both **truthfulness** and **empathy**. We deal with one another in an **open** and **honest** way. We encourage **constructive criticism**.
- We promote a culture of **helpfulness** and **selflessness** that permeates all school **relationships**.
- We recognise performance and contributions that are consistent with our values. We **lead by example**.
- We **respect** the capacity and desire for **personal growth** in all members of our school community. We treat people with **consideration** and value ideas, suggestions and questions.








Readiness

- We expect learners to be absolutely **'ready'** to learn. We value the **effort** of students in their learning and expect high levels of **engagement** at all times.
- We expect students to arrive at school and lessons **punctually** and **well-rested**, in **excellent school uniform** and **fully equipped** to learn.
- Being **fully equipped** for lessons means: bringing all **books, kit** and **stationary** needed for each particular subject and having **home learning completed** on time.
- We expect students to **organise** their time and resources carefully to ensure they are always **ready to listen** and **ready to learn**.
- We actively promote and encourage a **growth mindset** for learning, both in and out of lessons, demonstrated by **enthusiasm, perseverance** and **resilience**.

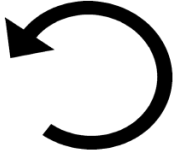


Responsibility

- We take responsibility for **making progress** in our learning and ensure that **home learning** activities are **completed** to the best of our ability.
- We are **mindful** of the need to feel **safe** at school and aware that threats to this safety can have serious consequences for **learning** and **wellbeing**.
- We will **care** for ourselves and each other and endeavour to feel **comfortable** to **share concerns** with other members of our **community**.
- We will establish a culture of **clear expectations** and **rules** which will be regularly referred to and reinforced.
- We are all responsible for our own actions and staff and students are expected to **manage** potential conflicts in a **measured** and **tolerant** manner.

3. Key Behaviour Principles

| <u>Behaviour expectations at KWS will be:</u> | |
|--|--|
| <p>Clear</p>  | <p>Students will be directly made aware of our unambiguous expectations from the start of their time at KWS and reminded frequently of them via assemblies and within lessons. Each year the school will publicise its behaviour policy to staff, students and parents</p> |
| <p>Consistent</p>  | <p>Where appropriate standard routines and procedures will be used by all staff to simplify the basic expectations for students. Staff will be fair and unbiased in how they recognise and apply consequences to positive and negative student behaviour.</p> |
| <p>Visible</p>  | <p>The three key behaviour values (Respectful, Ready and Responsible) will be shared with all members of the KWS community; both permanent members and those visiting, and enacted/ upheld on a daily basis. Displays will be in place to remind all of these key rules.</p> |
| <p>The Responsibility of all to uphold</p>  | <p>Students will not be blameful of others for their actions and all staff will be observant and ready to respond to both positive and negative behaviours.</p> |
| <p>Recognition driven</p>  | <p>Intrinsic praise will be offered generously for outstanding behaviour, effort, progress and work that is 'above and beyond'. Recognitions will be logged on Arbor, the schools data management system.</p> |
| <u>Incidents of both positive and negative behaviour will be:</u> | |
| <p>Dealt with separately</p>  | <p>Once a Consequence has been issued, there will be no 'working it off' or reducing the sanction with good behaviour. We aim to catch students getting it right even for those students whose behaviour we find most challenging. Every action will be dealt with separately.</p> |
| <p>Recorded and Monitored</p>  | <p>All incidents of positive and negative behaviour (above or below the high expectations for all students) will be recorded by all staff (on Arbor) and monitored by those with responsibility for behaviour (i.e. Tutors, Heads of Year, Senior Leaders with responsibility for behaviour). This will feed into behaviour reviews and awards assemblies.</p> |

Approaches for dealing with negative behaviour will be:

| | |
|---|--|
| <p>Restorative</p>  | <p>Restorative in nature and will emphasise the need to discuss the impact of the behaviour on the learning and feelings of the individual and other class members or to restore positive relationships. Such discussions will also support the student in being able to make better choices in the future.</p> |
| <p>Inclusive</p>  | <p>Students will be supported and cared for so as to minimise the need to extract them from lessons. Exclusions are used rarely and only when other behaviour management strategies have not been successful in preventing the poor behaviour.</p> |
| <p>Timely</p>  | <p>The delay between an incident and a restorative discussion will be minimised (same day if possible) and the quality and structure of the discussion will be prioritised over the duration of the sanction.</p> |

Continuing professional development for all staff is embedded practice and where there is a perceived need for further staff training, to assist in achieving the aims of the policy, such training will be considered within the limits of available resources.

As required by Section 91 of the Education and Inspections Act 2006, in applying the provisions of this policy, staff will take the needs and circumstances of individual students into account including the child's age, any SEN or disability they may have and any religious requirements affecting them

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

4. Student Responsibilities

i. Student Code of Conduct

KWS requires both student and parent support in order to ensure a calm, orderly, safe and clean environment is maintained, all of which are integral for learning to take place. The KWS Student Code of Conduct is established to provide an appropriate standard for expected behaviour. It reflects what we require of all students and their responsibilities as members of the KWS community. For these reasons it is vital that both students and parents carefully read this contract (included as appendix 3).

The school has powers under Section 90 of the Education and Inspections Act 2006 to discipline pupils for misbehaviour outside of the school premises "to such an extent as is reasonable". The school may apply the behaviour policy and can discipline and set sanctions for pupils for incidents that are outside the school where they adversely affect the maintenance of good order and discipline within the school or bring the school into disrepute

Subject to the behaviour policy, teachers may discipline pupils for:

misbehaviour when the pupil is

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

ii. Student Uniform

At KWS we believe that uniform helps our students to develop a sense of pride, community and self-esteem. When wearing School uniform, students are representatives of KWS and must be aware that they carry responsibility for the School's reputation. Students must wear full School uniform when travelling to School, whilst in School, when travelling home from School, when on the majority of School outings, at School activities and at Parents' Evenings.

Students not compliant with the uniform policy will be sent to the Pastoral Office to explain why and may be sent home to change, unless they have a signed letter from home explaining the exceptional circumstances. Where the correct clothing or footwear is not worn students will be required to wear the correct uniform on loan from the school for that day e.g.: school plimsolls. Where non-uniform items (earrings, coats, scarves, hoodies, etc) are worn, they may be confiscated and consequences applied (see confiscation procedures appendix 9).

Not being in full School uniform is also deemed as a breach of the Student Code of Conduct. For the full KWS Uniform policy see appendix 4.

5. Student Recognitions

Katherine Warrington School has an ethos of encouragement and praise: central to the promotion of good behaviour. We use a system of 'Recognition' to achieve this culture, where intrinsic praise is valued more than extrinsic rewards. Acknowledgement of students receiving 'Recognitions' may be done through the logging of points on 'Arbor', display materials, assemblies, Recognition boards, postcards home and a variety of other means.

Recognition

Recognition is the term given to the response from a staff member for any behaviour, action or work demonstrated by a student that warrants being acknowledged and logged in some way. Recognitions can be awarded in lessons, around school or for endeavours related to school that are completed outside of school (e.g. outstanding homework or project work). They are likely to link to at least one of our behaviour values: Respectful, Ready and Responsible, or one of our whole school values: Knowledge, Wellbeing and Success.

Examples of when students may be awarded Recognitions in lessons:

- ***'Above and beyond' effort***
- ***Outstanding contribution***
- ***Excellent Progress***
- ***Commitment to succeed***
- ***Supporting each other***
- ***Outstanding attitude to learning***
- ***Outstanding conduct***

Examples of when students may be awarded Recognitions outside of lessons:

- ***Excellent home learning***
- ***Excellent wider learning project***
- ***Commitment to the school community (e.g. organizing/supporting a school event)***
- ***'Above and beyond' support to other members of the community***

Our recognition system is fully outlined in appendix 6. All Recognitions are logged on Arbor and will count as 1, 2 or 3 House point in the house competition, as well as the same number of points adding onto the individual student's Recognitions point total.

Recognition of positive behaviours and conduct may also be provided by:

- Clearly directed verbal praise
- Positive phone calls home
- Recognition notes posted on the recognition board
- Referrals onto Subject Leaders/ Heads of Year
- Mentions/ certificates in celebration assemblies

The above forms of recognition are supplementary to the Recognition point logged on Arbor and there is no set 'minimum requirement' for any of these options to be used as an extra recognition. They are used at the discretion of the teacher and are likely to be for 'extra special' effort, contributions and behaviour.

Visitors who will have direct contact with the students will be encouraged to give Recognitions to students who they feel have gone 'over and above' in their courtesy, kindness or helpfulness.

Recognitions will be given for their intrinsic value rather than being linked to extrinsic gifts or prizes. Recognition points scored are reset on Arbor each school year.

6. Student Warnings and Consequences

Our consequences system (see appendix 7) is designed to enable us to teach good behaviour. It acknowledges that students will 'get it wrong' from time to time, and may need support and opportunities to 'get it right', rather than receive instant sanction (although the latter will be necessary in some situations). In the classroom the Warning/Consequence progression underpins this idea: students are reminded of the consequences for them if they continue with inappropriate behaviour, so they have the chance to stop.

We strive for the highest levels of consistency of response to both positive and negative behaviour. The Education Act 2011 says that teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student; this includes conduct outside of the school gates.

Rules of the consequence system in lessons:

Staff will always try to build relationships with students and try to encourage them to choose the correct behaviour.

Once a consequence has been given it cannot be taken back except through consultation with the Pastoral Team for that year group, or a member of the Senior Leadership Team.

Consequences will be entered on the Arbor system.

Students will always be told when they have received a consequence.

Misdemeanours (C1 – C3):

All staff will deal with a breach of the school rules in the same way. Where it is safe to do so, they will:

1. issue a re-direction of the expectations.
2. if the behaviour continues, they will remind the student of the school rules (3Rs) and provide opportunities for the student to change their behaviour.
3. if the behaviour continues, they give the student a final warning and provide opportunities for the student to change their behaviour.
4. if the behaviour continues, staff will issue a C1 (1 behaviour point) consequence and provide opportunities for the student to change their behaviour.
5. if the behaviour continues, staff will issue a C2 (2 behaviour points) consequence and provide opportunities for the student to change their behaviour.
6. if the student fails to address/change their behaviour 'Protecting Learning' will be called. A C3 (3 behaviour points) consequence will be issued and a detention (30 minutes at Lunch) will be logged on Arbor.

Serious incidents (C4 – C6):

In order to equitably decide upon the sanction or consequence of a serious incident as much information as possible will be sought. This should take the form of paper evidence gathered from staff & student witnesses to the incident, accounts from any victims or alleged perpetrators of the incident and any supplementary information. This will be summarised in the "Serious incident summary sheet" along with any recommendation by the member of staff responsible for looking into the incident as to what the sanctions should be. Before deciding upon the sanction there should be a discussion with the Head of Year to eliminate any pastoral issues which could make a sanction inappropriate. All paperwork should then be discussed with Assistant Head (Pastoral) for agreement. The Asst Head will make a recommendation before

passing paperwork to the Headteacher for approval (e.g. for a short fixed term exclusion) if appropriate. When establishing the facts in relation to an exclusion decision the Headteacher will apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher will accept that something happened if it is more likely that it happened than that it did not happen.

Detentions

Detentions are set when a student requires a consequence outside the usual confines of the classroom. The detention should only be set in accordance with the consequences and behaviour tariff set out in appendix 7 – Summary of Consequences and by a paid member of staff or a person authorised by the headteacher. Detentions will centre on the opportunity for the student and member of staff to have a restorative conversation. The staff member must inform the student of the detention time and location and the student must attend this detention and sit in silence. The member of staff on Restorative Justice duty will record the student's attendance on Arbor and whether or not they were on time.

Detentions should be set for the next available detention date, except in exceptional circumstances where an important commitment/ appointment for the teacher/ student means that it is not possible to hold the restorative meeting aspect of the detention on that day.

The member of staff who awarded the detention must attend the detention, preferably within the first 5 minutes of the detention starting, in order to hold a restorative conversation with the student(s) they have given detention to. For examples of some standard restorative conversation questions see appendix 8. The idea of restorative conversations is to address the behaviour issue and decide actions to take in order to prevent the issue arising again. Katherine Warrington School uses restorative conversations in an attempt to prompt reflective thinking and teach the students how to improve their behaviour.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break; and
- non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

Parental consent is not required for detentions.

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Exclusions:

For all exclusion the school will follow the procedures described in the current version of the DfE exclusion guidance.

The school follows guidelines on good practice, ensuring that all students have work to complete whilst at home and that parents or carers are aware of their duty to supervise their child and not to allow them into public places during school hours whilst on exclusion. There is an obligation for schools to provide full time education for students from day 6 of any exclusion lasting more than 5 consecutive days.

Following an internal or external fixed term exclusion, a reintegration meeting will take place with the student, parents or carers, and a member of the SLT. Any further support needed for the student will be explored.

A student will only be re-admitted back into the school community when all potential risk/safety issues have been resolved to the satisfaction of the SLT member. Community service may be added as part of the reintegration were deemed appropriate.

7. Roles and Responsibilities

- The Governing Body will establish, in consultation with the Headteacher, staff and parents and carers, the policy for the promotion of good behaviour and keep it under review.
- The Headteacher and Behaviour Co-ordinator will be responsible for the implementation and the day-to-day management of the policy.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.
- Parents and carers will take responsibility for the behaviour of their child, both inside and outside the school by supporting the school in its management of student behaviour. They will be encouraged to work in partnership with the school, particularly in seeking to reinforce and live by our shared community values.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students will also be clear of the consequences to expect if they fail to meet these expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

8. Student transition

To ensure a smooth transition to the school and through each academic year, behaviour is continually monitored to ensure the right support is in place. Information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be requested and shared with new settings for those students transferring to or from other schools.

9. Coronavirus Addendum

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Students, parents/carers and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

New rules

When students are in school, we expect them to follow all of the rules set out in the correspondence letter dated 17th August 2020 as well as the rules set out below, to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place.

- Both years will have the same start & finish time at KWS but will use separate entrances to arrive and leave school.
- There will be separate areas for each year group to use before school, at break times and at lunch time.
- Separate classrooms have been allocated for each year group.
- Students will move between lessons at different times (Year 7 will move 5mins before the normal start of lesson, Year 8 will move 5 mins after).
- Everyone will need to wash their hands more often (on arriving at school, entering classrooms, before & after eating etc).
- Students are to make sure they have the right equipment in their bag (COVID means no-one can lend things). All books will stay at school to start with due to COVID.
- Students who have PE should attend school that day in full PE kit. Changing rooms are not to be used
- Lockers should be used to store bags.
- Students should bring a filled reusable water bottle every day. Water fountains can be used at break time to refill.
- On arrival at school students should follow the allotted footpaths and enter via the correct entrance for their year group.
- If travelling by public transport a mask must be worn. On arrival the mask should be carefully removed and placed in a sealable plastic bag.
- At all times students should remain in their allotted area for their year group bubble.
- Students should refrain from touching each other.
- Students should follow all rules relating to being ready, respectful and acting responsibly.

Any accidental breaches of rules will be treated sympathetically. However, any rules that are broken deliberately and repeatedly will result in an immediate request for a parent/carer to collect their child from the school. This will be logged as a fixed term or in the most severe case a permanent exclusion.

We will continuously monitor these arrangements and communicate further if aspects need to be changed as circumstances evolve.

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every year.

Appendix 2:

1. "Behaviour and discipline in schools - advice for headteachers and school staff", January 2016
2. "Behaviour and discipline in schools - guidance for governing bodies"
3. "Use of reasonable force - advice for headteachers, staff and governing bodies", July 2013
4. "Searching, screening and confiscation - advice for headteachers, school staff and governing bodies", February 2014
5. "DfE and ACPO advice for schools - advice for local authorities, headteachers, school staff and governing bodies", September 2012
6. "Sexual violence and sexual harassment between children in schools and colleges - advice for governing bodies, proprietors, head teachers, senior leadership teams and designated safeguarding leads", May 2018
7. "Exclusion from Maintained School, Academies and Pupil Referral Units - statutory guidance for those with legal responsibilities in relation to exclusion", September 2017
8. HCC's "Exclusions guidance supplement, September 2017"

Appendix 3:

Student Code of Conduct

KWS requires both student and parent support in order to ensure a calm, orderly, safe and clean environment is maintained: all of which are integral for learning to take place. The KWS Student Code of Conduct is established to provide an appropriate standard for expected behaviour. It reflects what we require of all students and their responsibilities as members of the KWS community. For these reasons it is vital that both students and parents carefully read, sign and return this contract. It is necessary that students continually meet the following expectations:

General

Students should:

- a. Exercise self-discipline both in and out of the classroom; they should treat everyone with respect and courtesy; and refrain from using inappropriate language.
- b. Exercise self-discipline when travelling to and from school and not loiter in the local area in either direction of travel.
- c. Never switch on or remove their mobile phone from their bags unless given express permission by a member of staff. Mobile phones that are seen, used or heard without the express permission of a member of staff will be confiscated and a C3 detention issued (this includes mobile phones seen in blazer pockets).
- d. Not engage in inappropriate use of technology including 'hacking' (in accordance with the school's Technology User Agreement)
- e. Follow all health and safety rules and be aware that there may be specific considerations in specific lessons/ areas of the school.
- f. Avoid all forms of unnecessary physical contact with others: this includes rough play.
- g. Not wilfully damage/ vandalise school property (e.g. graffiti) or use any of the school's equipment inappropriately (e.g. ICT).
- h. Never drop litter and always make every effort to keep the KWS environment clean and tidy at all times.
- i. Not possess or consume chewing gum within the KWS grounds.
- j. Always give their name and tutor group if asked by any member of staff (in or out of school)
- k. Not gamble or sell goods for personal profit.

Classroom

Students should:

- a. Sit where instructed by their teacher.
- b. Listen carefully when the teacher is speaking and work quietly.
- c. Never distract other students from their work, disrupt lessons or call out answers or questions in lessons.
- d. Concentrate on the tasks set.
- e. Arrive punctually to lessons and enter/leave classrooms in a quiet and orderly manner.
- f. Arrive fully equipped for their learning each day: this includes any subject-specific equipment (e.g. calculators/ PE kit) and a Chromebook with sufficient charge to last for their lessons that day.
- g. Wait quietly and patiently in a classroom for a lesson to start between consecutive lessons. They must remain seated and return their previous lesson's books to their bag and take out all equipment required for the next lesson.
- h. Remain in the classroom unless there is an emergency (going to the toilet is **not** an emergency).
- i. Wait to be dismissed by the teacher at the end of a lesson.

Around School

Students should:

- a. Always walk in a sensible way along the corridors and up stairs: always keeping to the left, never running or pushing and lining up quietly in single file before entering a lesson.
- b. Water is the only drink that may be consumed outside of the dining area. Eating during lesson time is also strictly forbidden.
- c. Students should always keep well clear of the vehicle entrances to the school.
- d. Students should always keep well clear of the building site.

Uniform

Students should:

- a. Always wear their uniform correctly, which includes:
 - i. shirts tucked in
 - ii. KWS School tie with logo clearly visible
 - iii. Grey full length trousers or KWS tartan knee length skirt.
 - iv. Plain black formal shoes (low heeled, no boots, no markings, no velcro or logos).
- b. Remove outdoor clothes or items of non-school uniform as soon as they enter the building.
- c. Only remove their blazer when given permission by a teacher.

When students follow these routines they will:

- a. Achieve their potential.
- b. Be proud of their achievements.
- c. Be rewarded with Recognition points which will count towards a personal total for each student and a House point total for each house.

Appendix 4:

Uniform Policy

The uniform for all students consists of:

- The KWS blazer, which may be removed only when permission is given during lessons.
- KWS black v-neck pullover with the School logo.
- Winter shirts: Plain white, long sleeves with a suitable collar for a tie, must be tucked in
- Summer shirt/ blouse: White, short sleeve with embroidered school logo; school regulation.
- KWS School tie (school logo clearly visible below the knot and the tie tip down to the penultimate shirt button).
- Grey full length trouser or shorts with embroidered school logo or KWS tartan knee length skirt. Trousers must be worn with the waistband above the hip, cover the ankle and not be skin tight. Students who regularly fail to wear the school skirt at the required length will be required to wear school trousers instead.
- Plain black formal shoes (low heeled, no boots, no markings, no velcro or logos). No trainers or lace up plimsolls.
- Grey or black socks to the ankle or black, white or flesh-coloured tights.
- Belts, when worn, will be black with discrete buckles and no brand logo visible
- Headscarves, when worn, must be plain black, navy or white.

ALL ITEMS OF UNIFORM (tie, blazer, bag, etc.) MUST BE CLEARLY LABELLED, with student first and last name, ID card number and tutor group.

Clarification for non-uniform items:

- Hair must be appropriate for a smart office environment and must not be extreme in style, length or colour (to include no haircuts shorter than a 'number 2', no shave patterns, no shaved eyebrows, no hair dyed multiple colours or any non-natural colour, beaded hair styles etc.). The School is the final arbiter as to what is considered 'extreme'.
- Only plain, functional and safe hair accessories are allowed: senior staff can give guidance. Changes in hair fashions may require staff to apply their judgement to ensure appearances are acceptable and reasonable to the school.
- The only jewellery permitted at school is a **non-smart** wrist watch and a single pair of plain gold or silver small, stud earrings worn at the bottom of the ear lobes.
- Jewellery which is not permitted in our uniform guidelines will be confiscated (see confiscation procedures appendix 9 of the behaviour and conduct policy) and passed on to the school reception in a named envelope.
- Students wearing 'obvious' make-up and nail polish will be required to remove it, school retains stocks of nail polish and make-up remover. Please note that any refusal to remove any article, e.g.: acrylic nails may result in further sanctions.
- Leisurewear or sporting wear is not permitted (No logos, body warmers or casual clothing.)
- NO BANDANAS, BASEBALL CAPS, HATS OR HOODIES ARE ALLOWED TO BE WORN ON THE SCHOOL SITE OR WHEN TRAVELLING TO/FROM THE SCHOOL (with the exception of a school PE hoody).
- Any belts must be black in colour, with a small buckle that does not have a logo on.

The P.E. Kit

Girls –

- **Polo Shirt (Compulsory):** Black and purple polo shirt with logo.
- **Skort (Compulsory):** Black and purple skort with logo.
- **White Sports Socks (Compulsory)**
- **Football Shorts (Compulsory):** Black & Purple polyester with logo.
- **Games Socks (Compulsory):** Games socks with purple & white trim.
- **Rain Jacket or Hoodie (Recommended):** Black & purple with logo.
- **Tracksuit Bottoms (Recommended):** Black & purple with logo.

Boys –

- **Rugby Shirt (Compulsory):** Black & purple rugby/hockey shirt with logo.
- **Rugby Shorts (Compulsory):** Black & purple heavy duty with logo.
- **Games Socks (Compulsory):** Games socks with purple & white trim.
- **Polo Shirt (Compulsory):** Black & purple polo shirt with logo.
- **Football Shorts (Compulsory):** Black & purple polyester with logo.
- **Rain Jacket or Hoodie (Recommended):** Black & purple with logo.
- **Tracksuit Bottoms (Recommended):** Black & purple with logo.

Appendix 5:

Katherine Warrington School



Home School Agreement

Last Updated - May 2021

1 As a school we will:

- provide a safe, caring and disciplined environment and one which motivates students to meet and, where possible, exceed their individual expectations.
- provide challenging, high quality, programmes of teaching, learning and guidance (curricular and extra-curricular) that aim to enhance the knowledge and skills base of our students.
- set regular, appropriate and challenging programmes of home learning.
- provide early warnings about any concerns or problems relating to a student's work, progress, motivation, behaviour or relationships.
- monitor the progress and development of each child and inform parents of their child's progress through written reports, consultation evenings or specific interviews.
- keep parents informed about school activities through the calendar of events, the fortnightly newsletters, school website and notices regarding special events.
- provide opportunities for our students and their parents to express their views on school issues.
- implement our school policies to ensure fair treatment and a safe environment for all.

2 As a family we will:

- encourage our child to make the most of the opportunities offered by the school.
- support and monitor our child's progress by continuing to talk to them about their learning and achievement in lessons, as well as looking at the quality of their work in their exercise books regularly.
- ensure that our child is always properly equipped for all learning and school work.
- ensure that our child attends school and is punctual to school.
- support our child in completing home learning, coursework and revision for examinations to a high standard.
- support all consultation and information opportunities to demonstrate our clear commitment with the school for our son/daughter's learning.
- ensure that our child is correctly dressed and well presented for school
- make the school aware of any problems or concerns which might adversely affect the progress, behaviour or happiness of our child.
- comply with the terms of the school's Attendance Policy.
- support the school's code of conduct and behaviour, including detentions and internal/external exclusions where appropriate.
- ensure that our child attends detentions on the set date and time.
- support our child in complying with the requirements of all school policies, listed on the school website.

- support the school approach to online safety and not upload or add any text, image, sound or videos that could upset or offend any member of the school community, or bring the school's name into disrepute.
- ensure that my/our online activity would not cause the school, staff, students or others distress or bring the school community into disrepute.
- support the school's e-safety policy and help prevent my/our child/children from signing up to services such as Facebook, Instagram or Snapchat if they are underage (13 years plus in most cases).
- I/we will close online accounts if I/we/teachers find that these accounts are active for our underage child/children.
- support the school by ensuring that, even when a situation arises that they may be unhappy with, staff are treated with respect and courtesy at all times when the matter is under discussion or investigation by the school.

3 As a student I will:

- seek to achieve the highest possible standards in all aspects of my school life.
- try to participate as much as possible in school life and events.
- be polite and respectful to all members of the school community and visitors.
- always be properly equipped for all learning and school work.
- attend school and be punctual.
- follow the rules and expectations of the school.
- maintain high standards of behaviour and appearance within the community, particularly when representing the school, including on the way to and from school.
- maintain high standards of behaviour on public or school buses.
- reject any form of discrimination or bullying and abide by the school's "fair treatment for all" policies.
- respect school property and help keep the school free from litter and graffiti.

.....

Home-School Agreement

Please return to school via Reception by Y7 Induction Day

Student: (Please print)

Signed: (Parent/Carer) **Date:**

Signed: (Student) **Date:**

Signed: (Headteacher) **Date:**

Appendix 6:

Recognition Summary

In creating '*a culture of praise*', recognitions and consequences provide a consistent response to both positive and negative learning behaviour and conduct - guiding students to being **Respectful, Ready and Responsible in their learning**.

Key Definitions:

Recognitions (a.k.a Recognition points): The term given to the responses from staff to any behaviour, action or work demonstrated by a student that warrants being acknowledged and logged on Arbor. Recognitions can be awarded in lessons, around school or for endeavours related to school that are completed outside of school (e.g. outstanding homework or project work). They are likely to link to at least one of our behaviour values: Respectful, Ready and Responsible, or one of our whole school values: Knowledge, Wellbeing and Success.

House point: This term will not routinely be used when giving Recognitions to students, but will be used when considering the school house competition. Each Recognition is equivalent to one, two or three house points.

Recognitions Summary:

| Reason for Recognition | Recognition/ House Points value |
|------------------------|---------------------------------|
| Effort | 1 |
| Ready | 1 |
| Respectful | 1 |
| Responsible | 1 |
| Knowledge | 1 |
| Success | 1 |
| Wellbeing | 1 |
| Excellent Effort | 2 |
| Excellent Knowledge | 2 |
| Excellent Work | 2 |
| Outstanding Effort | 3 |
| Outstanding Knowledge | 3 |
| Outstanding Work | 3 |

There are other options for staff to make a recognition 'extra special' (i.e. more than just the points logged on Arbor). These 'extra special' recognitions can be used at the teacher's discretion and could include:

- Positive phone calls home
- Recognition notes posted on the recognition board
- Referrals onto Subject Leaders/ Heads of Year
- Mentions/ certificates in celebration assemblies

Appendix 7:

Warnings and Consequences Summary:

Key Definitions:

Warning:

The term **Warning** is used to denote a clear, unambiguous verbal comment given by a member of staff (this does not need to be in front of the whole class), which *may* be supplemented by a visual cue too (e.g. a tally on a class behaviour sheet/ name on a board), to indicate to a student that their **low level disruption** is inhibiting their own learning or that of others. One further instance of this **low level disruption**, or a different form of **low level disruption**, will then result in a 'Consequence' being issued.

Consequence:

The term **Consequence** is used to denote the sanction that is issued to a student who has not met the behaviour expectations: after **warnings** for **low level disruption**, or outright for a more disruptive behaviour. The issuing of a **Consequence** should involve staff giving a clear, unambiguous verbal comment (this does not need to be in front of the whole class). **Consequences** are 'tiered' as outlined in the **Summary of Consequences** table below.

Consequence Points:

These are the 'currency' of Consequences on Arbor and different levels of Consequence are worth different numbers of Consequence Points on Arbor (see the **Summary of Consequences** table below). This will allow staff in charge of behaviour monitoring to count up the Behaviour points accrued in a given time frame and to put interventions in place if necessary. The phrase 'Consequence points' can be used with students (particularly when they are receiving a lot of Consequences), but needn't be used when issuing warnings or consequences (e.g. "That is now a C2" is much clearer than, "That is now two Consequence points").

Low level disruption:

Single instances of **low level disruption** do not require a **Consequence** but do require a **warning** to be issued. **Low level disruption** includes any of the following behaviours:

- **Not being Ready to Learn, for example:**
 - failure to bring the correct stationery to a lesson
 - failure to follow instructions,
 - failure to focus on a task set,
 - failure to commence a task within a reasonable time frame of it being set,
 - actively not participating in class discussion,
 - 'zoning out' / not paying attention.

- **Not being Respectful, for example:**
 - talking when you should be listening,
 - talking over another individual during class discussion,
 - distracting others,
 - calling out during class discussion,
 - answering back,
 - use of inappropriate language (if it was not directed at an individual)
 - being out of your seat without permission or a reason,
 - Wearing your uniform in an inappropriate way, e.g.: tie loose or short, shirt un-tucked, blazer has been removed without permission given etc.

- **Not being Responsible**, for example:
 - lack of effort,
 - failure to contribute to working in a pair or group,
 - blaming others when you were not meeting the KWS expectations,
 - ignoring instructions,
 - carelessness in the classroom- e.g. leaving chairs/ bags/ cables as tripping hazards
 - being out of your seat at lesson change-overs
 - being out of your seat in lesson without a reason/ permission.

The list above is not exhaustive and staff should use their professional judgement to decide whether a behaviour that is not listed is classed as ***low level disruption*** or not (and therefore whether to allow one verbal warning or go straight to issuing a ***Consequence***).

“Choose the right path”

Summary of Consequences

| Level of Action | EXAMPLES OF STUDENT BEHAVIOUR LEADING TO CONSEQUENCES | ACTION TAKEN BY STAFF |
|--|--|--|
| Verbal warnings (prior to issuing a 'Consequence') | <ul style="list-style-type: none"> ❖ Any instance of low level disruption (please refer to previous list) | <ol style="list-style-type: none"> 1. Verbal warning 2. Reminder that if the behaviour continues there will be Consequences applied. |
| C1 | <ul style="list-style-type: none"> ❖ Any instance of low level disruption (please refer to previous list) in a lesson. ❖ Late to lesson or form time ❖ Not ready to learn in a timely fashion ❖ Drinking something other than water in class ❖ Poor behaviour in the corridor ❖ Technology misuse (e.g. on Chromebook when shouldn't be- in a lesson when no permission has been given) ❖ Home learning deadline missed ❖ Forgotten part of PE kit ❖ Forgotten exercise book ❖ Forgotten reading book | <ol style="list-style-type: none"> 1. Log C1 on Arbor (counts for one behaviour point) 2. Supported by a restorative conversation |
| Follow the school rules: be Respectful, Ready and Responsible & NO FURTHER CONSEQUENCES | | |
| C2 | <ul style="list-style-type: none"> ❖ Any instance of continual low level disruption (please refer to previous list) in a lesson. ❖ Persistent uniform issues- e.g. shirt untucked more than twice in a day ❖ Insighting disruption in a lesson ❖ Poor behaviour in the changing rooms ❖ Grabbing/ pushing/ throwing things at another student ❖ Technology deliberate misuse (e.g. chosen to do off task work on Chromebook- e.g. irrelevant/ inappropriate search) ❖ 2nd Home learning deadline missed ❖ Forgotten entire PE kit ❖ Forgotten or uncharged Chromebook (given just once in the school day) ❖ Poor behaviour during C1 detention ❖ Failure to attend C1 detention | <ol style="list-style-type: none"> 1. Log C2 on Arbor (counts for two behaviour points) 2. Supported by a restorative conversation |
| Follow the school rules: be Respectful, Ready and Responsible & NO FURTHER CONSEQUENCES | | |
| C3 | <ul style="list-style-type: none"> ❖ Post issue of C2, further instance of low level disruption (please refer to previous list) in a lesson. ❖ Repetition of any C2 offence or lack of response ❖ Defiance ❖ Rudeness to students or staff (e.g. inappropriate language directed at an individual) ❖ Walking away from a member of staff ❖ Going out of bounds | <ol style="list-style-type: none"> 1. Log C3 detention on Arbor (counts for three behaviour points) 2. 30 minute centralised detention at lunchtime to include a restorative conversation with issuing staff member at lunchtime. 3. (If during a lesson) The teacher <u>may</u> wish to call 'Protecting Learning' to potentially remove a student from a lesson. |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> ❖ Serious poor behaviour in the changing rooms ❖ Inappropriate behaviour on the way to/from school ❖ Chewing gum ❖ Eating during a lesson ❖ Eating or drinking in a science laboratory ❖ Graffiti (absent minded) ❖ Technology serious misuse (e.g. gaming) ❖ Mobile phone or other forbidden electronic item seen, heard or used without the direction of a member of staff (anywhere around school). [C3 <u>and item confiscated</u>] ❖ Failure to bring correct equipment on three occasions (reset half termly) ❖ Poor behaviour during C2 detention ❖ Failure to attend C2 detention | |
| Follow the school rules: be Respectful, Ready and Responsible & NO FURTHER CONSEQUENCES | | |
| C4 | <ul style="list-style-type: none"> ❖ Repetition of any C3 offence or lack of response ❖ Continued poor behaviour after PL called ❖ Violent Behaviour (e.g. kicking/ punching another student with intent to cause injury) ❖ Serious inappropriate/ poor behaviour on the way to/from school ❖ Smoking/ vaping or caught with students smoking/ vaping ❖ Refusing to hand over an electronic device when a member of staff asks. ❖ Failure to attend C3 detention ❖ Poor behaviour during C3 detention | <ol style="list-style-type: none"> 1. <i>(If during a lesson) Call 'Protecting Learning'- the student will be removed from the lesson.</i> 2. <i>Log C4 detention on Arbor (counts for four behaviour points)</i> 3. 1 hour detention or agreed school community work after school to include restorative conversation with appropriate staff or HoY or HoD. 4. <i>Loss of a week's free time at break</i> 5. <i>Often followed up with a BIP (see below)</i> |
| BIP (Behaviour Improvement Programme) + PSP (Pastoral Support Plan) | <p>A Behaviour Improvement Programme is a report that monitors students who are getting too many consequences. <i>Students report to a designated member of staff who monitors and coaches the student. Minimum duration of BIP is one week. Students will remain on the BIP until improvements are made and contact home will be made on a weekly basis to review progress.</i></p> <p><i>Students who fail to make improvements and are at risk of permanent exclusion will move to a PSP. Parents and the student will be required to meet with the deputy headteacher to create the appropriate plan and agree specific targets to be met to remove the need to permanently exclude for persistent and defiant misbehaviour..</i></p> | |
| C5 | <ul style="list-style-type: none"> ❖ Persistent C4 behaviour (i.e. persistent failure to follow school rules) ❖ Aggression or use of physical force ❖ Offensive/ abusive behaviour to staff ❖ Vandalism including graffiti ❖ Posting or sharing offensive material on a website/social media/text message/email ❖ Hacking or compromising the school's IT system ❖ Taking photographs / video without permission in school or on school activities. ❖ Truancy and lesson truancy ❖ Failure to attend C4 detention ❖ Poor behaviour during C4 detention ❖ Physical assault | <ol style="list-style-type: none"> 1. Internal Exclusion in Individual Learning Room [whole school day inc. period 7, break and lunch] 2. Exclusion from school for a fixed period of time. <p><i>A reintegration meeting will be held to determine factors that will lead to a successful return from exclusion</i></p> |

| | | |
|-----------|---|-----------------------------------|
| | <ul style="list-style-type: none"> ❖ In possession of a weapon or article made or adapted that could cause injury ❖ Sexual misconduct ❖ Obscene behaviour to peer or member of staff. ❖ Malicious allegation of staff | |
| C6 | <ul style="list-style-type: none"> ❖ An offence listed in the C5 section depending on the severity of the actions ❖ Persistent and defiant misbehaviour after reaching C5 level behaviour. ❖ A major offence, (e.g. violence towards a member of staff or carrying an offensive weapon such as a knife) ❖ In possession/supplying/intending to supply/dealing/under the influence of - drugs or alcohol | <i>Permanent exclusion</i> |

Note: Bullying behaviour and abuse – verbal, physical, sexist, homophobic or racist – theft and bringing the school into disrepute are always serious and may lead to C4-C6 depending on the severity of the incident.

THIS LIST IS NOT SUPPOSED TO BE EXHAUSTIVE. IT INDICATES THE SERIOUSNESS OF THE BEHAVIOUR AND THE MINIMUM SANCTION STUDENTS CAN EXPECT TO RECEIVE.

The school is aware of the provisions of the Equality Act 2010 and will make such reasonable adjustments as are appropriate to support a child with characteristics protected by the Act when applying the behaviour policy

All sanctions are applied at the Head's discretion.

Appendix 8:

Restorative Meeting Questions

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected?
4. What should we do to make things right? *Accept any apology and don't necessarily expect one*
5. How can we do things differently next time?

Set yourself 3 improvement targets:

1.

2.

3.

Appendix 9:

Confiscation procedures

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Once a member of staff has received the confiscated item from a student they will follow these instructions:

- Inform the student of how long the item has been confiscated for and therefore when the student can collect it from reception.
- Take an envelope from the staff room/ reception
- Write **precisely** what the contents of the envelope are
- Write the student's name (all in block capitals please)
- Write the student's Form
- Write the date you confiscated the item(s)
- Write the date the item(s) will be returned to the student
- Place the item(s) in the envelope and seal the envelope, checking it is secure and that nothing can fall out
- Take the envelope to reception and hand it in to be locked away until the collection time.

Time for which an item is confiscated and consequences:

The following 'escalating' scale would be applied for repeat offenders:

- 1st offence in a half term: Item confiscated until the end of the day (and **C3 detention**)
- 2nd offence in a half term: Item confiscated until the end of the day (and **C4 detention** plus contact home made)
- 3rd offence in a half term: Item confiscated until the end of the following day (and **C4 detention** plus contact home made). Parent/ carer required to come into school to collect the item.
- 4th offence in a half term (and beyond): Item confiscated until the end of the week (and **C4 detention** plus contact home made). Parent/ carer required to come into school to collect the item.

The receptionist will keep a record (on a Google sheet) of phone confiscations by half term