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Individual(s) responsible:	Mark Hudson, Head Teacher

Behaviour Policy

Introduction

All students and staff at Kew House School are entitled to learn and work in a safe and supportive environment where everyone is valued. Effective learning takes place where principles of high moral, ethical and personal standards are clearly communicated.

Positive reward rather than punitive sanctions provide the motivation to succeed. It is upon these principles that the charters for students and parents were developed. The expectations and standards of behaviour are defined in detail in these charters and should apply not only in school but on trips or external activities where students are representing the School. The code of practice has been agreed by the students, teachers, parents and owners of the School. It is the responsibility of all concerned to ensure that standards are upheld and that the students gain their entitlements:-

- **to be valued as highly and equally as other students**
- **to be actively encouraged to achieve and realise or exceed potential**
- **to foster independence and personal responsibility**
- **to develop, discuss and justify personal viewpoints in a climate which encourages active listening and respect**

Students will be expected to extend these same entitlements to everyone in the School and wider community. There must be due regard for other students' and teachers' entitlements. Above all we must remember:

- **students attend school to learn**
- **teachers come to school to teach**
- **everyone at Kew House School must be safe and feel safe**

In the rare exceptions when students breach the above they will be dealt with according to the procedures detailed in this document to ensure that other students and staff can proceed effectively with their learning and teaching. Where behaviour is poor, the opportunity to learn is reduced for all students within the same group by the teacher's distraction in dealing with the issue.

How will teachers promote positive behaviour?

A school which actively fosters an ethos which is motivating, supportive and friendly will promote good behaviour.

The following strategies, if used consistently by all personnel, will help us to achieve a positive atmosphere and high standards of behaviour:

- **Effective lesson preparation** to ensure work is matched to the ability of all students within group.
- Provision of attractive and user friendly **learning resources**.
- **Actively involving students** in learning which includes **a range of varied and relevant activities**
- **Establishing clear routines** for classroom management.
- Setting **attainable and realistic targets** each lesson.
- Providing **constructive feedback** through regular marking and purposeful discussions with students.
- Ensuring **records of progress** inform lesson planning.
- Keeping **personal tutors and parents** updated about student progress.
- **Reward good behaviour** and work regularly
- Words of **encouragement and praise**
- **Sharing** examples of **good practice** with group
- **Displaying work**
- **Broadcasting achievements** via the newsletters
- **Awarding headmasters commendations/nomination for star student**
- **Retaining a sense of humour** and fostering a friendly atmosphere
- Ensuring that **teaching environments** are attractively maintained
- Setting appropriate and relevant **homework tasks**
- **Listening and taking appropriate** action when students express concern
- **Do not tolerate bullying or unacceptable behaviour**. Refer to personal tutor and Deputy Head immediately

Taking Appropriate Action

No matter how effectively we operate consistent strategies there will be occasions when students' behaviour or standards of work are unacceptable. Swift and appropriate action should be taken.

- **Under no circumstances should students be put out of a classroom unsupervised.**

Support should be sent for and the matter handled in a way that minimises the disruption of the lesson.

The student should be sent to the HOD, assistant Head of KS, DH, or Headmaster or if judged more appropriate a call to the member of staff via reception or directly.

The responsibility for taking initial action rests with the relevant subject teacher or personal tutor.

*Teachers are supported by their Line Managers, initially the head of Department, and key stage Deputy Head. If teachers are unsure about the nature of action they should seek advice from their HOD.

Personal tutors must be kept informed of incidents so that they can retain the overview of their personal students' progress. Key people to take advice from are any of the Deputy Heads, assistant heads of KS or the Headmaster.

Sanctions include:

- **Lunch time or pre/post school session with staff support**
- **Written or verbal apology**
- **Session 3 with a member of staff in support (compulsory homework club- not to be held in the library)**
- **Withdrawal of privileges (e.g. a sport participation)**
- **A call to parents to seek their support in modifying behaviour**
- **Placing a student on daily/weekly report**
- **Short term exclusion**
- **Permanent exclusion**

Under no circumstances should staff:

- Issue lines
- Threaten students with 'detention'- **learning or school work is not a sanction!**

The School aims to mirror the practices used in industry and the world of work. The procedures for disciplinary action are as follows:

Keep problems to a minimum

At the first level

- Keep calm.
- Do not be led into an argument.
- Condemn the act **not** the student.

- Discuss the problem.
- Ensure a fair outcome.
- Set target for future behaviour and a review date determined by the severity of the problem
- Inform personal tutor.

At the Second level

- Seek professional advice within school- follow the procedures above*.
- Make an appointment with the parents.
- Consult with personal tutor.

At the Interview we will:

- Thank parents for coming into school.
- Give progress report. Emphasise positive achievements as well as concerns.
- Identify behaviour causing concern.
- Devise support strategies.
- Agree future targets.
- Set a review date.
- Document action.
- After the meeting write a summary letter to ensure all the action points and points of discussion are noted and shared with all parties. (Be sure to follow the meeting up with a summary email cc to PT and Head of KS)

If a resolution of the behaviour is not reached, continue to seek advice from the relevant Deputy Head.

In exceptional circumstances it may be necessary at this stage to draw up a behaviour contract. (See Deputy Head responsible for the year group)

- Make a follow up appointment with the parents.
- Devise support strategies (may include involvement of outside agencies).
- Set a review date.
- Document action.

The Headmaster may form the view that a short term exclusion may be justified. In this instance parents will be contacted and asked to collect the student promptly from the school. The Head or Deputy will provide a letter explaining the nature of the exclusion, its term and the reason for the action being taken. No student will be readmitted to school without a meeting with the Head or Deputy, with the student in attendance.

At Level 3

Occasionally, in exceptional circumstances, where all support strategies have failed to achieve the desired behaviour the parents in consultation with the School may withdraw the student and seek alternative education.

At Level 4

In rare cases, where agreement cannot be reached with parents and support strategies have failed, or an incident is of a most serious nature, the Headmaster may make a provisional

decision to expel a student, subject to confirmation after the matter has been referred to the Board of Directors and the student and his/her parents have had the opportunity to make representations. **Annex A** advises on Procedures to be adopted in the case of a Serious Incident. **Annex B** details the School Procedures regarding Expulsion.

Conclusion

Clearly the level of intervention to adopt depends on the nature of the behaviour and the circumstances. Intervention can occur at any level. The common sense rule applies and teachers are encouraged to seek advice when they are unsure of appropriate action.

This document will be reviewed on a regular basis.

Bullying – see also our Anti-Bullying policy

Our goal is to have a Bully Free School. However, we are realistic and understand that there is always the possibility of bullying occurring within school and it can happen in many different ways:

E.g.

- physical violence
- threatening behaviour
- verbal abuse
- teasing
- humiliation
- embarrassment
- name calling
- comments about family
- comments about appearance / physique
- comments about ethnicity / religion
- intentional damage to possessions
- psychological bullying
- use of technology to assist in any of the above: texting, email, photographs

The above may be one off incidents, unacceptable but not evidence of bullying. We therefore take the **STOP** approach- **several times on purpose**.

All these and many more demonstrate the wide variety of ways in which students can be bullied. It is vitally important that **any** incidents of bullying be notified immediately to the Personal Tutor or other relevant members of staff as indicated in the Student and Parent Charters.

All students will be periodically reminded that if they ever feel that appropriate action is not being taken to resolve the problem, they can have immediate access to the Headmaster.

Parents can also have access to the Headmaster if they feel appropriate action has not been taken by the Deputy Head.

Role of Teachers, Supervisors and Management

Bullying should be a regular topic of discussion within the tutorial group. Personal tutors should arrange discussions about bullying emphasising the school's views about nil tolerance. Students should be encouraged to look out for each other and be prepared to report any concerns to a teacher, supervisor or Deputy Head. Every student should be reminded that the Headmaster is available to support them if they feel the matter has not been dealt with properly or the bullying will not stop. Parents also have an important role to play and are strongly advised (through the parents charter) to report any concerns over bullying, however small. Opportunities to emphasise the school's views about bullying will be made via assemblies, school broadcasts and, where appropriate, within lessons.

Whose responsibility is it to report bullying?

- The Victim
- Other students
- Parents

Sometimes, the victim may find it difficult to report the matter. Other people i.e. other students and parents have a responsibility to see that the matter is raised and dealt with appropriately. We all need to look out for each other.

What action will be taken?

The priority is to safeguard the victim and other students and totally remove any possibility of repeat. In the event of not being able to secure these conditions with an offender or if any one incident is particularly serious in the judgement of the Headmaster, the Bully will be expelled from the School using the normal procedures for expulsion.

The Headmaster's decision regarding expulsions will be final and no appeal process to the board exists.

Drug related activity.

The excerpt from our student charter reads:

Illegal or harmful drugs and substances are very dangerous and students should note that there will be no toleration of possession, sale, purchase or consumption at the School or in the community. Such activity will result in expulsion.

We operate a zero tolerance on drugs. Without exception.

Offensive weapons.

Any student bringing a knife, blade or other offensive weapon into school with the intention of inflicting harm may lose their place at the school. These items are strictly banned. The school may feel it appropriate to call in the Police in such matters.

Annex A

SERIOUS INCIDENTS OF MISBEHAVIOUR

ACTION TO BE INVOKED BY SENIOR STAFF IN SERIOUS DISCIPLINARY MATTERS

Please take note of the principles of quality care, guidance and fairness implicit within the Students' Charter.

Over serious matters students must be interviewed by a senior member of staff, ie Deputy Head or Head of Department. If the nature of the incident is most serious then at least two staff members should be present to conduct the interview, e.g. Two Deputy Heads or Deputy Head. The student should be questioned fairly and be given ample opportunity to give a response. The student should be encouraged to provide a written statement of what happened and offered the opportunity to sign this as an authoritative record of events. At this stage this report will help to enable the School to decide on what further action should be undertaken.

If the senior member of staff requires a further meeting with parents or there is the possibility of the student being expelled from the School because of the seriousness of the event then permission needs to be sought from the Headmaster. A letter will be sent to parents, taking note of the guidelines within the Staff Portfolio. The senior member of staff should then be concerned with entering into discussions with parents and the student to attempt to find a reasonable way forward.

In this process, note must be made of the general standards of behaviour and discipline expected within the School and the other children should in no way be compromised as a result of any recommendation made. Normally a 'cooling off' period of two to three days is required to allow proper discussions with parents after which a full report is provided for the Headmaster with recommendations from the senior member of staff as to what decision should be taken.

If the senior member of staff believes that expulsion is likely and intends to recommend this to the Headmaster for consideration, then as an alternative every effort should be made to secure a fresh start in another School via a managed move. In most instances a managed move will be the preferred option by parents rather than expulsion.

The options available to the Headmaster are: to allow the student to return to School, usually with some condition that is agreed with parents or to expel because the overriding factor is that the progress, welfare and safety of other students and employees within the School will be compromised by the student returning.

It is the responsibility of the Headmaster to ensure that there is a safe and secure environment for students and staff. Expectations in relation to standards of behaviour from the students will be clear and unambiguous. To ensure that the School is able to provide a safe and secure environment, it is essential that the standards of behaviour set are consistently met and complied with. Sometimes a minority of parents do not agree with the high standards of behaviour expected by the School and it should be noted that the School is not prepared to compromise on these standards and will not arbitrate to achieve an alternative outcome.

In the event of considering expulsion the Headmaster of the School will inform parents of their right to make further representation to the Board of Directors. Please see Annex B.

Annex B

INFORMATION FOR THE HEADMASTER AND GOVERNORS

SCHOOL PROCEDURE REGARDING EXPULSION

1. Headmaster writes to parents stating provisional intention to expel and offers a further meeting with, or opportunity to make representation in writing to, the Board of Governors. (Sample letter attached)
2. If requested by Parents, the Chairman convenes a meeting with at least one other Board member and an outside Observer if requested to ensure fairness. (Sample letter and Procedure for Meeting is attached)
3. Following the Meeting, the Headmaster consults with the Chairman and reaches a decision which is final.
4. There are no other appeals.

INFORMATION FOR PARENTS REGARDING EXPULSION PROCEDURE

1. Expulsion from the School may happen on occasions for very serious misbehaviour or activity.

2. The School Policy provides clearly:-

“The Head shall have the power in his discretion to suspend or expel any student and in the event of expulsion shall invite and give due consideration to representations from the Parents of such student and consult the Chairman of the Board of Directors (or if unavailable the Vice Chairman) before reaching a final decision.”

3. The Headmaster shall inform the Parents, in writing, of his intention if he is considering expulsion.

4. An opportunity for Parents to make representation to the Chairman in writing or verbally via interview will be offered. Parents may, if they wish, be accompanied by a friend when making their representation. The Chairman, plus at least one other Director, and an outside Observer to ensure fairness shall consider the views given by the Parents, student and their friend/representative.

5. Efforts will be made to complete the procedures within ten working days in the interests of all parties concerned.

6. If the Parents wish to make representation in writing and not attend a meeting, the Chairman shall make whatever enquiries and arrangements he feels necessary before offering his advice to the Headmaster.

7. The Headmaster will attend the meeting to clarify any points on School Policy and listen to the comments made by persons present.

LETTER TO THE PARENTS FROM THE CHAIRMAN

Dear

Re: (Student's Name)

Following your request to meet with me to make representation over the Headmaster's intention to expel (Student's Name), I have now arranged for a meeting to take place at the School at (time) on (day) (date).

Please report to the Main Reception at the School by (time).

The procedure for the meeting is attached.

Yours sincerely

Chairman of the Board of Directors

**INFORMATION FOR PARENTS
PROCEDURE FOR A MEETING BETWEEN
PARENTS AND/OR MAKING REPRESENTATION TO
THE CHAIRMAN OF BOARD OF DIRECTORS REGARDING EXPULSION**

1. Introductions.
2. The purpose of the meeting is described to all present by the Chairman.
3. Senior staff provide a verbal report to all present supported by documentary evidence where appropriate.
4. Parents, student and their friend/representative are offered the opportunity to verbally respond supported by documentary evidence where appropriate.
5. The Chairman plus Governor in attendance will seek clarification on any issues from the persons present.
6. When the Headmaster has received the views of the Chairman and received advice on the fairness of the meeting he will make a final decision concerning expulsion and inform the Parents as soon as possible in writing.
7. If the Parents wish to make representation in writing and not attend a meeting, the Chairman shall make whatever enquiries and arrangements he feels necessary before offering his advice to the Headmaster.
8. The Headmaster will attend the meeting to clarify any points on School Policy and listen to the comments made by persons present.