



**King Edward VI Community College
Promoting Positive Behaviour Policy
Reviewed on 25th July 2018
Due for Review in November 2018**

KEVICC Behaviour Policy

1) Our Principles

The principles that govern our approach to behaviour are those that form part of our whole college values and principles;

We believe **our students must feel they belong in the College** if we are to foster their growth and achievement

We believe **our students are children and young adults** who are still developing and who will make mistakes

We believe in **educating the whole child**, balancing high standards of academic achievement with personal development, character, and habits of learning

We believe **education is a shared responsibility**, and that we achieve the best outcomes for our students by working together.

Good behaviour is most likely to result where the college and parents present a consistent and united response to young people. We always seek to involve parents or carers in the promotion of good discipline and behaviour as well as celebrating student's achievements.

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. We are committed to preventing bullying and dealing with bullying when it happens. Bullying may take the form of words, actions, expressions or attitudes. It can involve direct contact between persons or indirect contact, e.g. via text-messaging, email and the internet. We define bullying as behaviour by an individual or group, often but not always repeated over time, that intentionally causes harm to another individual or group. Bullying can also take place indirectly through bystander action.

We believe that all bullying is serious, and that bullying that involves any prejudice towards an individual's identity (including racial identity, religious beliefs, disability, sexual orientation or gender/ transgender identity) is especially concerning.

We believe students must feel that all staff take bullying seriously and that they will act to stop it. We encourage openness when bullying happens and for students to support each other by informing staff if their friends are bullied. We will not tolerate the disruption of a student's education and well-being by the behaviour of another student or students.

2) Our Expectations

Our expectations of our students can be expressed simply as;

- To **try their hardest** at all that they do
- To be **kind to one another** and to show respect to others
- To look after their **environment**
- To be **good ambassadors** for the College

i) We expect our students to...

- *Be on time for learning*
- *Be equipped for learning*
- *Consider others around them who wish to learn*
- *Be respectful of the needs and views of others*
- *Consider the safety of others*
- *Listen to teachers and our peers in class*
- *Sit where asked*
- *Follow guidance and instructions where asked*
- *Move around class and school in a safe and orderly way*
- *Replace equipment and resources used as found*
- *Help others to achieve and participate in learning*

ii) We expect our teachers to...

- *Be prepared to challenge and deal with unsatisfactory behaviour in an emotionally literate and assertive manner*
- *Start afresh each lesson with high expectations*
- *Always focus on learning. Learning comes first.*
- *Use praise that is focussed on personal effort and approaches to learning as opposed to perceived talent and ability*
- *Look for a positive focus in a potentially negative situation.*
- *Use a seating plan and/or organise movement within class*
- *Allow students take-up time and opportunities to reflect and repair within lesson*
- *Protect others learning and the learning of students who are not meeting expectations through effective use of College sanctions*
- *Log and report any serious incidents (violence, racism, swearing at staff, smoking/use of drugs or alcohol) at once to senior staff.*
- *Contact parents and carers to discuss positives and negatives*
- *Log positive and negative incidents as appropriate using SIMS*

- *Assume responsibility for following incidents up and applying sanctions unless told otherwise*

iii) We expect our Faculty Leaders to...

- *Be a visible and supportive presence to their teams, especially at lesson starts and changeovers.*
- *Monitor incidents (SIMS) and be proactive in relation to reoccurring issues.*
- *Be available to their teams for support and advice*
- *Monitor and ensure rewards celebrate student progress in their subject area*
- *Use appropriate strategies (e.g.- student report, praise, contact with home, SIMS logs) to maximise achievement and positive ethos in their subject area.*
- *Use and model appropriate learning strategies and provide support for team members on classroom practice.*
- *Maintain a positive learning environment in their subject area through displays and modelling positive and assertive language to students.*
- *Establish and monitor in conjunction with colleagues specific intervention plans for individuals, classes and cohorts as appropriate*
- *Assume responsibility for following incidents up and apply sanctions unless told otherwise*

iv) We expect our Heads of House to...

- *Be proactive through high visibility and presence at key times and randomly throughout the day*
- *Monitor daily SIMS logs and follow-up where appropriate.*
- *Monitoring particular cohorts of students and individual progress throughout the year group, intervening where necessary*
- *Establish and communicate clear expectations that reflect our principles through assemblies, communications with staff, students and parents, and by taking responsibility for serious behaviour issues.*
- *Provide guidance and support regarding contact with specific parents and carers*
- *Provide guidance and support regarding working with particular students*
- *Provide opportunities for restorative work to support and rebuild relationships where necessary.*
- *Monitor and celebrate success, with a clear focus on personal effort and approaches to learning as opposed to perceived talent or ability*

v) We expect our Leadership Team to...

- *Role model an emotionally literate, assertive and supportive approach when interacting and working with staff, students and the community*
- *Establish and communicate clear expectations through assemblies, communications with staff, students and parents, and by taking responsibility for serious behaviour issues.*
- *Be visible in and around the College both in and out of the classroom at key times and randomly.*

- *Respond to staff concerns and anxieties as promptly as possible*
- *Take a lead in recognising student achievement, coordinating termly and annual celebrations as appropriate and ensuring adequate resources to implement rewards and incentives.*
- *Communicate clearly the outcomes of serious incidents to staff and school community as appropriate*
- *Establish clear boundaries of what constitutes a serious incident amongst students and staff*
- *Monitor serious incidents closely and develop a “roadmap” to help students in most serious need of improving their behaviour*

3) Rewards

We recognise that all of us, not least our students, respond to recognition, praise and rewards. We therefore always seek to praise reliability, effort, commitment, achievement and cooperative values of every sort and where appropriate celebrate this through assemblies, displays of work, curriculum evenings, celebration evenings and media.

We believe that celebrating achievement plays an important role in creating an environment in which students feel valued as a result of positive feedback and recognition to their success and that this should be shared with parents/carers and students.

The praise system operates in year 7-11 to enable effort, achievement, hard work and other positive contributions to college life to be rewarded. The system allows students to accumulate points which are then used to issue commendation letters, praise postcards, rewards and recognition.

4) Our Sanctions

- i) We believe that sanctions should support learning. Because of this, they should seek to either repair the harm to learning that has taken place, or repair relationships between individuals or the college community as a whole.

Because of this, detentions or internal isolations will be focused on completing learning or restoring relationships.

- ii) We trust our staff to apply sanctions proportionately and fairly. Most incidents can be dealt with and resolved with a simple warning or reprimand. Some incidents may require detentions, in which case parents and carers will always be informed via parents, email or phone.
- iii) The most serious incidents might result in internal exclusion, late school or fixed term exclusion. The decision to internally exclude can only be taken by a member of the leadership team, and the decision to externally exclude will only be taken by the Principal.
- iv) The most serious breaches of our expectations may at times mean permanent

exclusion. This is carried out in line with the Devon guidance and protocols on exclusions and may only be authorised by the Principal.

Permanent Exclusion will only happen in response to a serious breach or persistent breaches of the College's behaviour policy; and where allowing the student to remain in College would seriously harm the education or welfare of the student or others in the College.

In practice this means that there are two likely scenarios for a Permanent Exclusion; where a student has had a history of disruptive behaviour and the College feel they have exhausted all strategies; and where a student has committed a single serious offence e.g. assaulting a pupil or member of staff, or having weapons or drugs in College.

The Principal's decision to exclude will be taken on the 'balance of probabilities'. That means that it is more likely than not that the pupil did what they are accused of. This is not the same as the 'beyond reasonable doubt' standard required in a criminal case.

Students can be excluded for behaviour outside the College site, if it judged to seriously affect the welfare, safety and discipline of students at College.

5) Other Important Information

i) Mobile Phones & Other Devices

Mobile phones are brought into the College at the students own risk.

All our students will be asked to sign an acceptable use agreement that includes details on photography, filming and social media. Mobile phones may be used in lessons only when the teacher has expressly indicated it will support learning to do so, and in line with the signed agreement. Expectations of the use of phones will be highlighted with all students.

ii) Safety

Our number one priority is the safety of our College community. Any incidents that jeopardize safety will be treated very seriously. These may include incidents involving legal and illegal drugs, violence, or possessing inappropriate items.

iii) Outside of College

We will address incidents between students that happen outside of college as appropriate, including those which happen over social media, and we will also expect students to be excellent ambassadors on their journeys to and from college.

Review of the Policy:

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork. At King Edward VI Community College we firmly believe that all students should play an active role in supporting and promoting positive behaviour. Students will be consulted at least twice a year about how best to ensure positive behaviour in school.