



Kingsmere School

Unique Resilient Unstoppable

Behaviour Procedure

including

Exclusion Procedure

Reviewed: September 2019

Kingsmere School
Hundred Foot Bank
Pymoor
ELY
CB6 2EL

Behaviour Procedure

Aims:

The purpose of this policy is to create an atmosphere that is conducive for effective teaching so that learning can take place. Kingsmere School recognises that clear, fair and consistent rules, boundaries and expectations play a vital part in aiding the educational, social, emotional, mental and physical development of young people.

At Kingsmere School we believe in an ethos that creates a positive learning culture through encouragement, praise and consistent behaviour structure. This policy reflects that we believe in fairness, consistency and for students to have direct involvement in the development of their own behaviour. The ethos of the school is based on one rule that all must be familiar with and adhere to which is;

‘Respect’.

STAFF EXPECTATIONS:

The basic principles that all staff will:

- Adhere to the discipline structure as set out in the Red Card consequences system.
- Be clear and consistent with their expectations throughout a lesson/session.
- Use rewards and praise.
- Speak to all students in a positive way in every lesson.
- Not deal with pupils when feeling angry.
- Always address the behaviour of the pupil rather than the pupil him/herself.
- Always keep things in perspective and ensure that consequences implemented reflect the nature of the incident.

Role-Modelling

Staff members at Kingsmere School are expected to be effective role models for the students. School Staff members are with the students for over 6 hours a day for 5 days a week during term time. It is vital that adults always conduct themselves in a professional manner as they play a pivotal role in the personal and social development of the students. All students at Kingsmere School deserve to experience positive role-models in the form of predictable, reliable, consistent and caring adults, especially as this is something that many of the students may not have previously accessed.

Staff members will:

- Model to students, encouraging them to make appropriate choices.
- Put positive choices into action so that the students can see that doing the right thing has positive outcomes.
- Apologise when they have made a mistake and rectify it in an assertive, but sensitive manner.
- Make sure that they honour commitments and are reliable to demonstrate that self-discipline is an important facet in life. Students expect staff to do what they say they will do.
- Be respectful to property and to others.
- Be polite and use appropriate language at all times, listen intently, dress appropriately and get to lessons at the correct times.
- Treat each student as an individual and compensate for students' inflexibility whilst they are learning.

REWARD SCHEME:

Rewards

Kingsmere School believes that all students can achieve. Their positive behaviour, efforts and achievements will be recognised, celebrated and rewarded. Rewards are open to all and are not exclusive, however, they must be earned and not used to appease students or situations. Kingsmere School uses rewards to encourage the frequency of positive behaviours in order to increase self-esteem and ingrain behaviour that will improve students' lifestyle at Kingsmere and in the wider community. Teachers are expected to congratulate and praise young people as **required and follow the rewards system with their individual classes.**

Kingsmere School Reward Scheme:

Rewards are earned in the school and based around the school currency Kingsmere Krowns, which have replaced the previous point system. These can be earned and then banked weekly. The principal of the school bank reward project is to create a school currency and bank system enabling students to learn about money management whilst also providing an incentive for good behaviour. The students will be able to earn currency throughout the school day, lesson by lesson with the view to converting the school currency to items or activities they wish to purchase.

How Krowns are earned

	Per Lesson	Per Day
Attendance	1 Krown	6 Krowns
Attitude to learning to Learning	Up to 3 Krowns	18 Krowns
Behaviour	Up to 3 Krowns	18 Krowns
Discretion reward for kindness. Helping others, or outstanding behaviour		3 Krowns
Maximum number of Krowns	7 Krowns x 6 lessons + 3 discretionary Krowns	45 Krowns

How Krowns are valued

	3 Krowns	2 Krowns	1 Krown	0 Krowns
Attendance			The student arrives lesson-ready, on time and attends the whole class	Non attendance
Attitude to learning to Learning	The student works hard and is focused in order to complete the work set.	The student works hard and is focused for most of the lesson and the majority of the work is complete to the desired standard	The student's focus and participation is poor and some work is complete.	There is a lack of real effort and focus and no work or very little work is complete
Behaviour	All staff and other students are treated with respect and classroom expectations are met	Meets classroom expectations for most of the session but may need regular prompts and reminders	The student has difficulty following expectations but may do so for some of the session	None of the later is met

How Krowns Work

Banking

Every student takes in turns to be the banker for other students who are banking their money. We believe that in creating this system students are being supported and encouraged not only to manage their learning and behaviour, but also the value of money management. Within this system there will always be some flexibility to meet the individual needs of the students, as well as support from the designated tutor.

Tutor Groups

Each student is put into a small tutor group and the tutor supports the student both academically as well as their social and emotional needs. The tutor liaises with the student's home reporting successes as well as areas of behaviour which need to be addressed.

In addition students have a weekly review meeting with their tutor, where both their academic and their personal progress is monitored,. Targets are set for the week, which are written up and kept in the teacher's folder to be discussed the following week. This gives student the opportunity to discuss what went well and any concerns they have and comment on their progress with their IEPs

Star of the Week

At the end of each week staff discuss the progress of individual students and agree on which student has made the most overall progress or worked the most academically as well as for the

school community. This student is then nominated 'Star of the Week'.

CONSEQUENCES

Consequences are deployed to help the pupil change their behaviour and for the good of the Kingsmere School Community, preparing them for living within the community. Pupils are encouraged to reflect upon their actions and resolve their issues with their peers, through a process of supervised Restorative Justice and mediation activities, carried out by a trained member of staff.

The ethos in Kingsmere School is to promote achievement and good behaviour by a combination of earning and banking Krowns and achievement.

*Fixed Term Exclusion is considered a last resort.

If any damage has occurred students will be asked to contribute to the cost of that damage; or complete community based tasks within the school.

Decisions on exclusions rest exclusively with the Head of School, who will review every request for an exclusion to decide if it is a fair and valid procedure.

***FIXED TERM EXCLUSIONS**

Fixed exclusions are given for a wide range of different reasons due to the small number and vulnerable nature of the students at Kingsmere. These are some of the reasons students have been given periods of exclusion:

- Completely disruptive behaviour and failure to follow any staff instructions.
- Undermining the ethos of the school by disrespectful comments about staff and the school
- Access to inappropriate websites
- For behaviour that is likely to put the student and Kingsmere School Community at risk, such as serious cases of violence

A fixed term exclusion will be a period of up to 5 days where the student will be temporarily removed from school. During this period, work will be set and marked by the teachers at Kingsmere School. A re-integration meeting will be arranged to discuss a pathway and an action plan for the safe return of that student to school.

Pupil on a Page

The Individual student profile is developed by the student's class tutor and the student. It considers all the information that is available about the students from carers, social workers, LA and any other relevant professionals, as well as themselves. It also includes their bi termly IEP targets. In addition it is also directly influenced by the observations and professional opinions of all the education staff at Kingsmere School. It is an integral part of the pupil profile which all education staff have a copy of.

- Describes the trigger behaviours and cues that have been identified as having a high probability of starting a

sequence of responses which usually lead to poor choices, loss of control and problem behaviours

- Defines preferred support strategies that should be used to help the student to manage his/her own behaviour to avoid the potential problem escalating
- Defines a positive handling strategy that should be deployed if:
 - i) The student fails to respond to the support strategy and the behaviour is dangerous.
 - ii) The student needs to be kept safe.
 - iii) Staff members are needed to manage the situation for him/her.

Pupil Voice:

This is an important part of all decision making in the school and as such has an important role to play with how students should be rewarded and measures that should be taken to ensure that the school's ethos of respect is maintained and cherished. At Kingsmere students have clear ownership of the school and recognise that it is theirs and how it is run and develops very much depends on the decision they make and agree with the staff.

Students support each other both in and outside the class and are encouraged to take a mature and independent attitude when behaviour can become silly or annoying.

Students are expected to explain actions they have taken in a reasoned and undemonstrative way, being encouraged to think through what part they have played and how it could have been avoided or what they could have done to improve an adverse situation.

Students know that there will always be a member of staff available to talk to and they will be listened to.

Lynne Keating
Head of Kingsmere School
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