

Kings Langley School



Behaviour Management Policy (Including Code of Conduct for Students)

Review date: June 2017

A Policy Title: Behaviour Management

B Rationale

This policy exists to provide a framework for supporting our stated aim of "ensuring the happiness of every individual in our community", to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

Conduct and Expectations

- The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs.

- We know that it is vital to strike a balance between recognising and rewarding positive behaviour and having appropriate sanctions which are seen by all to be fair and just and applied consistently when standards are not maintained.
- Our school places the development of "the whole child" as an important goal. This policy is designed to support the development of positive character traits, including self-regulation and empathy. The quality of relationships within our community determines our ability to instil these vital character traits.
- Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Development of good character suggests that individuals in our community are constantly building personal resilience and showing grit and determination in a range of circumstances, including those which might make us feel uncomfortable or challenged. At the heart of any Code of Conduct" lies the determination that all individuals in the community apply constant self-regulation and take full and complete responsibility for their actions without attempting to shift unreasonably the responsibility for certain behaviours to others.
- Harmonious relationships can only be maintained if the parameters controlling our behaviour are clear for all and that responses are meticulously fair, taking into account the views and wishes of students, parents and teachers in reasonable balance.
- We aim to ensure that students who find it difficult to behave acceptably have adequate support which will attempt to challenge underlying causes (for example, anxiety, personal problems and domestic disruption).
- Governors will communicate to students, parents and staff the powers given to schools under the 'Education and Inspections Act 2006' and latest guidelines from the DfE (Department for Education) published in August 2011. In particular, all parties should be aware of the statutory right of schools to discipline students appropriately and to challenge parents who do not support us explicitly in our stated aims. These recent guidelines produced by the DfE articulate that schools have the right to search students where there is any reasonable suspicion, to place them on detention after school without necessarily providing parental notice and to use reasonable restraining force in a range of determined situations, including holding back students who may be attempting to leave a learning area without explicit permission.

C Purpose

- To ensure that students, parents and all staff are clear about the standards of behaviour expected.
- To define an appropriate set of sanctions and to give clear guidelines on how they will be imposed. These guidelines will also outline which sanctions are likely to be imposed for defined breaches of our code of conduct.
- In cases where fixed period or permanent exclusions are imposed, the school will always refer to the County guidelines on managing such exclusions. These guidelines provide detailed information regarding the governors' role in such disciplinary procedures and parents' statutory rights of appeal.

- To ensure that students who find it difficult to behave acceptably have adequate support, which will attempt to identify underlying causes (for example, anxiety, personal problems, special needs and domestic disruption) and then to provide suitable remedial action.

D Guidelines

- The Headteacher will ensure that this policy is reviewed annually in consultation with parents, students, staff and governors. Methods of consultation will include parent forums (such as home-school partnership evenings); student council meetings; governors' committee meetings; Pastoral Leaders' meetings and circulated questionnaires.
- This policy relates most closely to the Home-School Agreement, Anti-Bullying Policy, Mobile Telephone Policy and Complaints Policy.
- Arrangements for monitoring and evaluation of this policy will rest with the governors' discipline committee. The governors will receive reports from the senior leadership team on appropriate monitoring data including, fixed-term and permanent exclusions, detentions, "red cards" (sanctions) and "Postcards" (rewards). Similarly, the school will seek to respond conclusively to any parental complaints in order to inform best practice. Where appropriate, action points will be carried through to the school improvement plan.
- Parents should use the normal channels of communication with the school, including written notes in the students' planners or via email to the appropriate key stage office, if they have any queries relating to aspects of student behaviour and discipline.

Code of Conduct

All members¹ of the school community should behave with courtesy and consideration towards each other at all times.

In particular: -

- To speak politely to each other without shouting and without using foul or abusive language.
- To be aware of appropriate "body language" when communicating with others, including holding eye contact where appropriate, (for example, the individual needs or cultural background of the student) and presenting in a courteous, attentive and non aggressive manner.
- To offer help to visitors and people who are new to the school.
- To go to the assistance of anyone who is hurt or upset and then to seek help from a teacher or other member of staff.
- To listen carefully to others without interrupting.

¹ Although there is a separate code of conduct for teachers and support staff, there will inevitably be overlap between the codes of conduct for staff and students. However, it is acknowledged that staff have a supervisory role and a duty to maintain good order. Consequently, they will be exempt from some aspects of the Code of Conduct for students. For example, there will be occasions when it is perfectly acceptable for a member of staff to raise their voice or communicate in an assertive manner in order to maintain good order or discipline.

- To use appropriate 'body language', such as holding eye contact and standing respectfully when engaged in conversation.
- To always respect all members of our school community and to appreciate that each individual is unique and has equal value, regardless of their individual personalities or characteristics
- To apply "good manners" in all situations, including holding doors open for each other and expressing gratitude regularly as we know that such behaviours are reflected back.

Make it easy for everyone to learn in class and for the teacher to teach. This includes:-

- Attending regularly and arriving on time.
- Bringing all necessary equipment and books in a suitable bag.
- Following instructions carefully and working hard at all times.
- Asking for help when needed.
- Not eating or chewing.
- Completing homework to the best of your ability and to stated standards and then handing it in at the prescribed time.

All members of the school community should observe the following rules that are designed to make school a safe and comfortable place for all of us. They are based on common sense and consideration for others: -

- Walk, do not run, within the school buildings keeping to the right hand side of staircases and corridors.
- Do not bring dangerous or illegal items to school, including fireworks; knives; chains; rings and laser pens. Jewellery is considered potentially dangerous and should not be worn (except for small stud earrings if necessary). Mobile telephones must not be used, seen or heard within the school buildings except within the boundaries prescribed (see Policy on Use of Mobile Telephones). The school accepts no responsibility for the loss, damage or theft of or to mobile phones brought in to school and would prefer that students did not bring them onto the premises
- Any form of illegal drug or stimulant is totally banned from the school premises. Breaches of this rule will always result in fixed-term or permanent exclusion from school.
- Do not leave the school premises during the school day unless permission is obtained beforehand (usually in writing). Students in the Sixth Form and year 11 with suitably valid passes are allowed to leave at lunch times.
- Ensure all items of personal property are clearly marked. Watches and other valuables should be handed to the physical education staff for safe keeping at the beginning of all Physical Education lessons and collected at the end of the lesson. Lockers are available for the safe and secure storage of all personal property.
- Eating is only permitted in the canteen or hall at morning and lunch breaks and in the designated picnic areas (when the weather permits). It is strictly forbidden to take

drink cans or bottles onto the playing fields or tennis courts. Chewing gum is forbidden at all times.

Good behaviour outside of school brings credit to you and your family and reinforces the good reputation of the school: -

- Show consideration to others and their property on your way to and from school. It is particularly important that students behave sensibly and with good manners on school buses.
- Correct school uniform must be worn inside school and when travelling to and from school. Students must also wear full school uniform on visits, sports fixtures and other trips unless given different instructions by a member of staff.
- Remember, your appearance and behaviour is a reflection on yourself, your parents and Kings Langley School.
- When students are engaged in school activities outside of the normal curriculum time or when they are on their way to or from school in school uniform, they should understand that they remain under the jurisdiction of this policy and other related policies.

All members of the school community are expected to look after the school environment and the environment of our local community: -

- All students will be expected to keep the school and its grounds tidy and free from litter and graffiti at all times. All litter is to be placed in one of the many bins provided.
- We are all responsible for looking after furniture, displays, toilet facilities, equipment and the school grounds. It is selfish to damage or deface needlessly any part of our school.

Fair Implementation and Reinforcement of the Behaviour Policy

- There is a separate section of this policy dealing with good practice in the management and effective and fair use of sanctions and rewards.
- It is the responsibility of each member of staff to ensure that our expectations of behaviour are reinforced consistently and fairly at all times. Failure to accept reasonable corporate responsibility will undermine the efforts of others.
- It is expected that all staff will supervise students as they enter their classroom and again at the end of the lesson as they leave. Students should be dismissed in an orderly fashion, usually a small group at a time. Such supervision is necessary to ensure the safe movement of students around our crowded school.

Sanctions

Rationale

- Students have the right to expect fair and consistently applied sanctions for poor behaviour. Punishments should reflect on the nature of the behaviour exhibited and make a clear distinction between serious and minor infringements of the code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future. *It is inappropriate to punish whole teaching groups or classes for the misdemeanours of a few or to impose a sanction which is designed to humiliate.*
- When using sanctions to manage behaviour, staff should always refer to our Equal Opportunities Policy and our commitment to high quality relationships based on mutual respect and understanding. Students should fully understand why the sanction is being enforced and comprehend what they need to do to improve their behaviour going forward.
- With the use of common sense, sanctions will be applied taking into account the personal circumstances and particular needs of each student.
- Although all students must have the right to be forgiven and "start over", it is inevitable that past behaviour and attitudes must be taken into consideration when applying sanctions. Students must understand that there are consequences for actions and behaviour and that accepting personal responsibility is equally as important as understanding our rights and is an explicit part of our Character Development programme.

Purpose

- To develop a consistent pattern of sanctions, which are known, understood and agreed by all members of our community.
- To support the Code of Conduct.
- To correct poor behaviour which would otherwise prevent effective learning taking place or place students or staff at risk.

Guidelines

- The Red Card system is designed primarily to deal with disruptive and distracting behaviour in the classroom. Red Cards can also be issued when "students fail to follow instructions or respect the reasonable authority of teaching staff". For example, they can be issued for failure to turn up for a departmental detention. They can also be issued if students fail to comply with the school dress code (for example, leaving ties undone or shirts untucked).
- Red Cards should only be issued when students have been given appropriate prior warnings and provided with a real opportunity to correct or change their behaviour. A red card indicates that behavioural management procedures have not had the required effect and it would be normal for a student to expect an additional sanction for having received a red card (for example, a brief 10 minute detention with the teacher issuing the card).

- Students should always be made aware as to why they have received a Red Card and their planner should be marked or stamped in the appropriate section. All Red Cards are to be entered on the SIMS database directly as soon as they have been issued. Blue Cards can be issued by a teacher to "cancel out" a red card that they have issued previously in order to provide a route for students to repair their behaviour (except for section "D" which deals with equipment, homework and uniform).
- There is a separate sheet showing escalating sanctions applied for the accumulation of red cards (see exceptions listed later).
- Individual members of staff can apply other sanctions as they see fit. These might include lunchtime detentions, cleaning up graffiti or clearing litter (that is, punishments to suit the crime with a sense of service to the community).
- In the use of any form of punishment or sanctions, good communication with the student's home is vital. Parents must take responsibility for their child's behaviour at school and they are only able to accept this responsibility if they are provided with clear and regular communication. This might include notes in planners, letters or emails home or telephone calls.
- "Purple Incident" sheets should be used for more serious incidents of poor behaviour. This would certainly apply to instances of any form of physical violence, abusive language or threatening behaviour. Rudeness or aggression towards teachers will not be tolerated and will almost always lead to 'fixed-term exclusion' for the student concerned. Such incidents are always recorded on the school's SIMS database.
- Incidents involving racist language or abusive behaviour and bullying are always dealt with very seriously. The "racist and bullying incident" section of the Purple Incident form must be completed for the school file and for reporting to County. Further guidelines can be found in the "Equality Policy".
- For serious disruption in the classroom, teachers should make use of the "Fast Action Response Team" to remove difficult or awkward students. A purple incident sheet will need to be completed and details of departmental follow up also provided.
- Students who are caught smoking on the premises should be referred to the Pastoral Leader who will arrange for a standard letter to be sent home and then for the student to carry out a 1 hour detention. It should be noted that students who are present when others are smoking, are deemed to be complicit with the smokers in the fact that they are about to smoke, have been smoking or have full knowledge that they are in the presence of others who are smoking and therefore have the freedom of choice to remove themselves.
- Key Stage Learning Mentors will take responsibility for much of the administration associated with the management and follow up of sanctions, including appropriate communication with parents.
- Pastoral Leaders are responsible for determining the level of sanctions applied for more serious or persistent breaches of good conduct. This will include the use of reports, formal letters home, behaviour contracts, internal exclusions (with the approval of an appropriate member of the SLT) and liaison with external agencies (via Pastoral Support Programmes (PSPs) and other referrals).
- Form Tutors (with assistance from Learning Mentors) will generally take responsibility for arranging meetings with parents, as they are always the first point of contact for parents. It should be remembered that parents need to be given as much support as

possible in empowering them to accept their responsibilities for their child's progress and behaviour at school.

- Pastoral Leaders and SLT *only* will decide which students are to be placed on the one hour detention arranged for after school on Mondays during term time. Although it is preferable that parents are given 24 hours notice of any detention it is no longer mandatory that this is the case. However, if a child is held back after school without prior notice to the parents, the school must ensure that adequate arrangements are made by the parents or school to ensure the child returns home safely.

The Headteacher will decide on the use of fixed-term or permanent exclusions as a punishment. It should be noted that we will always give consideration to individual circumstances (especially recent traumatic events), the degree of deliberate intent, past disciplinary record as well as any special needs that the student might have. The school will always seek to balance the needs of an individual with the ethos and good order of the school community and the learning and well-being of all students and staff. The Headteacher will always apply a considered view and use appropriate professional judgement when deciding on any exclusion. A more detailed table of suggested tariffs showing expected punishments is provided in the appropriate appendix at the end of this document. As a general guideline, fixed term exclusions will be used as sanctions for:

- Violent conduct
- Rudeness or abusive language (including swearing) directed at a teacher or other member of staff
- Persistent or repeated bullying (of any form)
- Racism or any other act which discriminates against an individual because of any protected characteristic (as defined in the Equality Act 2010)
- The possession or use of an illegal substance or drug (including alcohol). The *supplying* of drugs to other students will almost certainly lead to a permanent exclusion.
- Repeated disruption of learning (for example, as measured by the accumulation of Red Cards)
- Theft of property from another student or member of staff (for example, mobile telephones, sports equipment, bicycles or related equipment)

Longer periods of exclusion (or even permanent exclusion) will be used when behaviour is repeated or for more serious breaches of conduct. Although the following is not an exhaustive list and each case would be considered individually, examples will include:

- The carrying or use of "offensive weapons" (including Replica Guns, bladed weapons, Stanley knives, baseball bats etc.). This includes "weapons" held in bags, uniform or stored in school lockers or elsewhere on the school premises. It is accepted that the definition of a "weapon" might hinge on intent and in all cases, an investigation would establish the likely "risk" associated with the implement concerned.
- Consumption, possession or supply of drugs to other students, whether for profit or not.
- Repeated and dangerous acts of physical violence. The use of any weapon during a physical confrontation will almost certainly lead to permanent exclusion.
- Repeated theft.

- Repeated bullying or racial/homophobic abuse

Rewards

Rationale

- We consider it is important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the code of conduct. Rewards in our school should not be limited only to those whose academic work is outstanding.
- It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct supported by a balanced combination of rewards and punishments within a constructive school ethos.
- It is important to develop and maintain consistency in the application of the reward system.

Purpose

- To develop a consistent pattern of rewards, which are known, understood and agreed to by all.
- To support the code of conduct.
- To reinforce positive behaviour in order that effective learning might take place.

Guidelines

- Distinguish between informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards such as the giving of credits, postcards or Headteacher's Commendations. *See appendix*
- Examples of situations and circumstances in which formal awards may be issued will be reviewed, drawn up and agreed upon in consultation with staff. Departments may wish to consider whether or not rewards need to be differentiated for different age groups. (You may also wish to consult and gain the agreement of pupils through such forums as the School Council and Parent Consultation Groups)
- A list of rewards, both formal and informal, may be drawn up for pupils, in order to support the development of consistency.
- The Headteacher or other appropriate members of senior staff may be invited to praise individuals, groups or classes.
- Recognition should be given to success of differing kinds in assemblies or in form time.
- Pupils' work to be displayed as much as possible in order to provide opportunities for public celebration of achievement.
- Letters home as well as Postcards (or e-postcards) to parents to be used frequently covering a wide variety of academic and non-academic achievements, particularly where achievements reflect well on progress made by the student concerned. Feedback from students and parents suggests that this is a particularly effective method of providing praise.

Appendices

Sanctions - Sanctions Tariff (General Guidelines)

Behaviour	Sanction
Fighting or physical assault - no premeditation	1 day internal or 1 day fixed term external exclusion depending on the level of provocation and concept of reasonable self defence. A previous history of physical assault will almost certainly add to the duration of the exclusion.
Fighting or physical assault - with premeditation and/or planning.	3 - 7 days external exclusion. The degree of disregard for the victim and any lack of empathy will influence the duration of the exclusion.
Conspiring to cause a fight - even if the student is not actually involved in the assault. The school will not tolerate "onlookers" who instigate fights.	3 - 5 days internal or external exclusion.
Unprovoked physical assault resulting in actual bodily harm. The school will always take note of the "ferocity" of any assault and in most cases, would report the matter to the police	3 - 7 days fixed term exclusion.
Assault of any type with a weapon with the intent to cause harm.	In most cases, such an incident would lead to a permanent exclusion, except in some instances where extenuating circumstances such as self-defence exist.
Theft or deliberate damage of another person's property.	1 - 3 day fixed term exclusion (repeated behaviour will result in longer term or even permanent exclusion). Compensation or return of property will be required. It is likely that the police will be informed in all cases of theft.
Receiving stolen goods in full knowledge of the situation	5 day fixed term exclusion
Abusive language or behaviour towards staff	1 - 3 day fixed term exclusion
Aggressive behaviour towards staff	5 - 10 day exclusion. Permanent exclusion if the aggression represents a real threat to personal safety or well-being or is repeated behaviour.
False and/or malicious allegation made against a member of staff (see appendix entry below for further details)	Fixed term or permanent exclusion depending on the nature of the allegation and the possible extent of damage caused to the member of staff by the allegation.
Refusal to follow staff instructions on a repeated basis	1 - 3 day fixed term exclusion

Persistent refusal to wear appropriate school uniform (including infringements on jewellery) and after adequate communication with home.	1 - 3 day fixed term exclusion (after other sanctions have proved inappropriate, including sending home to change/dress appropriately). The reason for exclusion will cite "refusal to accept the reasonable authority of the school"
Persistent bullying of another student(s) and failure to respond to warnings.	3 - 5 day fixed term exclusion (permanent exclusion will follow if the behaviour persists)
Persistent disruption of learning and failure to respond to support	1 - 5 day fixed term exclusion (permanent exclusion will follow if the behaviour persists)
Wilful disruption of an examination (internal or external)	1 - 3 day exclusion
Supplying (or sharing) class 'C' illegal drugs	3 - 10 day fixed term exclusion - permanent exclusion if offence is repeated or supply has been for financial gain.
Supplying (or sharing) class 'A/B' illegal (e.g. cocaine, heroin, crack, LSD. Amphetamines, ecstasy)	Permanent exclusion - referral to the police.
Possessing or consuming class 'C' illegal drugs during school time or on a school activity or excursion	3 - 7 day exclusion (permanent exclusion if offence is repeated)
Possessing or consuming class 'A/B' illegal drugs during school time or on a school activity or excursion.	Permanent exclusion - referral to the police.
*Carrying an offensive weapon in school or on any school approved activity (sports fixtures, school trips, visits etc.). 'Carrying' also includes storing the weapon for easy access later (for example, in a locker, in another student's bag or elsewhere on the school premises)	Permanent exclusion -referral to the police.
*Using an offensive weapon.	Permanent exclusion -referral to the police with a strong recommendation for prosecution (through normal police procedures).
Abuse/wrongful use of fire alarm and other safety installations (such as fire extinguishers)	3 - 5 day fixed term exclusion
Racist and/or homophobic abuse towards another individual or group	1 - 5 day fixed term exclusion (in some cases, internal isolation will be appropriate)
Physical violence - actual or threatened to a member of the school staff	Permanent exclusion (on rare occasions, this punishment may be commuted to a fixed term exclusion if the student is of previous "good character" and there are extenuating circumstances for the offence).
Poor behaviour on the school buses - such as throwing items, physical abuse and use of	Exclusion from the bus for a fixed period of time determined by the nature of the

threatening language, smoking or consumption of alcohol	offence and any previous history.
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1. In all cases where a student has committed a criminal offence, it is highly probable that the police will be informed.
2. For exclusions lasting more than 5 days, the school will provide work in an appropriate setting for example, at Longdean School on the 6 day protocol agreement, and including ICT based learning via the school's virtual learning environment. For the student's return to school a suitable reintegration meeting will be held with a senior pastoral leader and/or member(s) of the Senior Leadership Team. For serious offences and/or repeated behaviour, the reintegration meeting is likely to be with the Headteacher.
3. *An offensive weapon means any article made or adapted for causing injury, or intended to cause injury. Included in this description are knives or other sharpened implements, baseball bats, replica guns, metal bars, knuckle dusters, heavy jewellery such as large rings, marshal arts weapons, some common place tools such as screwdrivers and Stanley or craft knives (where "intent" is obvious).
The Headteacher alone (or designated Deputy) is the only member of the school staff able to issue fixed term or permanent exclusions.

Investigations

As is the case for all serious breaches of our conduct code, a full investigation will be carried out by appropriate staff. These investigations will usually include: -

- Interviews with students involved or students who have witnessed events. These interviews may be carried out individually or in groups.
- The school reserves the right to strike a balance between conducting a fair and balanced enquiry with the amount of time allocated to such investigations. Where students readily admit to an offence, rarely will it be necessary to obtain further statements.
- Teachers will use professional judgement and experience in order to determine which students will be asked to provide witness statements or comment. For example, teachers will take into account relevant friendship patterns or "past history" in order to ensure that a balanced account is obtained. It should always be remembered that the school does not operate in the same manner as the police or other prosecution services and that decisions will often be formed using a sense of "reasonable probability" taking into account available evidence and professional understanding. Ultimately, a decision may be taken on an appropriate course of action which is based on the member of staff's best judgement or appraisal of the situation.
- Usually (although not always), a student will be asked to write a written statement relating to an incident(s). The student may be permitted to add to or alter their statements if the investigation highlights inaccuracies or omissions. Such alterations will be suitably noted or recorded. Sometimes, it may be appropriate that a member of staff completes an incident report and the student signs the statement to indicate its accuracy.
- Staff will be expected to complete appropriate and related documentation such as "purple incident slips" and accounts of telephone conversations and should keep a

bullet point log relating to the progression of the investigation and its related outcomes.

- Victims and their parents will be contacted to explain that the school has taken appropriate action but rarely will the school discuss sanctions/punishments issued to another student. However, the school will use discretion in some cases (for example, offences related to homophobic or racist behaviour) in order that the victim and victim's family have a clear understanding that the school have acted in a rigorous manner so that "justice is seen to be done".

Parents are informed of exclusions by telephone and/or email as soon as possible and also via written letters following the County and national guidelines. These letters contain details of parents' rights of appeal and the role of the governors.

Governors' Behaviour Review Panel

The governors take a very active interest in the application of the school's Behaviour Policy as it is a core policy for enabling good relationships and for maintaining excellent standards of learning. For lengthy exclusions, serious misconduct or repeated external exclusions, the Governors may require members of the school staff, parents and/or student to attend a meeting of a panel of governors who are members of the Discipline Committee. The purpose of this meeting will be to review the case in some detail and to consider whether the child, parents and school are doing all that can be reasonably asked to ensure that such behaviour is not repeated. Following such meetings, the governors may issue a written statement or report outlining expectations going forward. Such statements may include: -

- confirmation of external support that the school might reasonably engage - such as counselling, guidance from the behavioural support team or the involvement of medical services.
- an expectation of support from parents centred around the school's Home-School Partnership documentation. This might include articulating requirements that the parents will actively and positively support the school's reasonable actions and policies.
- a "behaviour contract" - which the student may be required to agree to in order to make adequate progress in school.

It should be noted that this Review Meeting of members of the Governors' Discipline Panel is designed solely to facilitate a positive way forward and to help ensure that further poor behaviour or breaches of the code of conduct are avoided and that the student does not move to a situation where permanent exclusion is a possibility. This meeting is entirely separate from any statutory meeting of the Governors' Discipline Panel that may be required, for example, in order to consider the Headteacher's decision to move to permanent exclusion.

In order to ensure absolute impartiality and complete fairness, any members of a review panel set up as outlined above, would not be eligible to sit on a subsequent statutory meeting of the Governors' Disciplinary Panel which was linked to the same case. However, it would be

entirely reasonable that any subsequent panel meetings were able to receive a written report from any Behaviour Review Panel meeting, outlining its findings or conclusions.

Any meeting of the Behaviour Review Panel has no impact on the statutory rights of parents or students and these rights are clearly articulated in the school's published Complaints Procedures.

Jurisdiction Out of School

The behaviour of students outside of school is usually the responsibility of the parent(s). Incidents out of school which have an origin which can be traced to school may be treated in the same manner as if they have occurred on the school site, for example, a pre-arranged fight, or where the incidents are in school uniform and/or within the vicinity of the school site and the students involved are clearly linked to Kings Langley School. If behaviour problems outside of school then impinge on good order in school, the school reserves the right to take into account this external behaviour when deciding on an appropriate course of action.

It should also be noted that each case will be considered on an individual basis and the school reserves the right to respond differently to incidents beyond the school boundary compared to similar incidents which have taken place on the school premises.

The school would consider activity on Social Networking sites as being relevant to ensuring good order in school or maintaining an environment free from threat or fear of bullying. Consequently, the school may consider the *outcomes* of activity on social networking sites when deciding upon a course of action following an "incident". However, parents must accept full responsibility for managing and supervising their child's activity on social networking sites. Although the school may have sympathy for any outcomes arising from such activity, the school can accept **no responsibility** for any outcomes related to a child who accesses such sites, either in school or out of school.

The school's detailed response to examples of "social network abuse" is provided in the School's published "Use of Mobile Telephone Policy" and is also referred to in our Anti Bullying literature.

Appendix: Allegations against a member of staff

This section should be read in conjunction with the school's "Child Protection Policy".

Following receipt of an allegation², the school will use published procedures for arranging a full and impartial investigation. It is accepted that on occasions, such an investigation may be carried out by an external agency or even the police.

² An allegation would by necessity indicate that the member of staff involved will have behaved in such a manner as to have broken the school's published Code of Conduct

<p>Substantiated: there is sufficient evidence to prove the allegation</p>	<p>The matter will be dealt with under the Code of Conduct for employees and appropriate and proportional disciplinary action taken. The child will be afforded all possible support as outlined in our Child Protection Policy</p>
<p>False: there is sufficient evidence to disprove the allegation</p>	<p>The Headteacher will come to a conclusion as to the degree of intent of the child who made the allegation. For example, it may be evaluated that the child misinterpreted the situation or incident but did not intend to cause specific harm or damage to the teacher or member of support staff concerned. The Headteacher will determine the level of sanction applicable (see table above)</p>
<p>Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate attempt to deceive</p>	<p>It is almost certain that the Headteacher will apply a sanction of "permanent exclusion" and refer the case to the governors' disciplinary panel for consideration. It is also likely that the matter will be referred to the police for further investigation/consideration. The school's designated officer is likely to refer the matter to the social care services to determine whether the child concerned is in need of support from external services, or may have been abused by someone else.</p> <p>The implications for staff members subjected to false allegations can be extremely serious and, in considering whether or not to take disciplinary action against the student concerned, the Headteacher may need to consider the wider context aside from any "special needs" the child may have.</p>
<p>Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. That is, there has been no determination of guilt or innocence</p>	<p>The school's designated officer is likely to refer the matter to the social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.</p>

Summary of personnel notified and/or involved in an investigation into allegation of bullying or racist incident.

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head		
Chair of Governors		
Form tutor		
Subject teacher		
Pastoral Leader		
'Target' parents/carers informed school by <i>letter/telephone/in person</i>		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to school		
'Offending person/s parents/carers informed school by <i>letter/telephone/in person</i>		
'Offending person/s parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s parents/carers invited to school		
Local Authority: SIP, Anti-bullying adviser, MECCs		
Police (Crime number/incident reference number)		
Others (Specify)		