

The Four Stones Multi Academy Trust

Behaviour for Learning Protocols at King Charles I School

Version Control

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Policy approved by: Local Governing Body
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Version	Date	Details
1.0	19 th June 2017	General updates to reflect changes to the protocols. Approved by the governing body.
2.0	24 th Sept 2018	<ul style="list-style-type: none"> ▪ General updates: <ul style="list-style-type: none"> - Changes to the 'Rewards' section. - Changes to reflect the new timings of the school day from 1st Sept 2018. - Changes to 'Appendix A' and 'Appendix B'. - Updates to section titled 'The Consequences System' regarding sexual violence and sexual harassment. ▪ Addition of the following section: 'Developing Student Character'
3.0	1 st July 2019	<ul style="list-style-type: none"> ▪ General updates: <ul style="list-style-type: none"> - Changes to the 'Student Code of Conduct'. - Changes to the 'Classroom expectations' section. ▪ Addition of the following sections: 'Outside of School' and 'Supporting students to get to the top of the pyramid'. ▪ Addition of appendices B and C.
4.0	March 2020	<ul style="list-style-type: none"> ▪ General updates: Changes to the consequence system-eg some previously C1 consequences are now verbal reminders, C2 detentions reduced to 25 minutes and sat at lunchtime instead of after school, C3 detentions reduced to 1 hour and isolation to end at 3.55pm. ▪ Introduction of 3 core standards: Attend, Try, Practise.
5.0	6 th July 2020	General updates

Introduction

Our aim is to establish the highest possible standards of behaviour at King Charles I School. We feel that the peer culture is an important factor in a student success at school. If our students value the culture of hard work and good behaviour, they will learn more and go on to have improved life opportunities. Unsurprisingly, research has shown that students who practise, put effort into tasks, are motivated and have good attitudes make better progress than those who do not. The converse is true. Where there is a culture of failure or of opting out, this needs to be turned around, so that becoming more intelligent is seen as desirable.

It is important that the school is always a warm, caring, friendly and happy place where learning can flourish. Students' behaviour around the school should be impeccable; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times.

We have very high expectations of our students and a belief that every student is capable of meeting them. The rules are only there because we need them to help us make sure learning can happen in the best possible conditions. Everyone has to follow the rules so that the systems work and everyone benefits.

Our behaviour for learning system has been developed by learning from the best practice in different schools across the country. It is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of humour and love.

At school, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear and the consequences need to be consistent for this to work and that is our aim in implementing this system.

Student Code of Conduct

At King Charles I School and in the local community, students do whatever it takes to help create a safe school and local community which respects the rights of others by:

- listening to members of staff and following instructions politely and calmly;
- walking in single file, not running or shouting, and being calm in corridors;
- going straight to lessons and holding doors open for others when the corridors are busy;
- never damaging school property, defacing the building, dropping litter or spitting;
- never insulting, undermining or swearing at anyone;
- remembering they are always ambassadors for King Charles I School. Leaving school and making their way home in an orderly, responsible way; and
- When travelling on public transport, students will respect those around them, speaking to teammates, transport staff and members of the public quietly and politely respecting the local environment, by being considerate to their local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property.

Students must understand that there will be consequences if they do not observe the code of conduct. King Charles I School is based upon mutual respect. In order to support students to reach our expectations, we expect students to follow the guidance below.

- Students always smile. They are polite and welcoming.
- Students say “sir and miss” to teachers. They say “thank you”. They say “Excuse me”. They say “please”. They smile when they greet people, both inside and outside school.
- Teachers give rewards for the right behaviour choices and they take action to remind students of the consequences of the wrong choices.
- Teachers care enough to be strict. Every time a teacher gives a consequence, they are reminding students of the behaviour they really want and the behaviour they cannot allow students to hold onto.
- If somebody drops something, students help them pick it up. If someone trips up, they check to see they are alright. Students should not laugh at other people, they should help them. If students hear about anybody being unkind to another student, they tell a teacher immediately, otherwise the unkindness will continue and increase.
- Students work hard and are kind to one another.
- Students always refer to teachers as “Sir” or “Miss”. It is a sign of respect. It is polite. They never forget to say “Sir” or “Miss” at the end of their sentences. Teachers will treat students with respect and are extremely polite. Students will treat all teachers with respect and be extremely polite at all times.
- In school, students and staff hold doors open for one another. Students do not barge past and they politely let people pass. Students pass books along carefully, efficiently, politely, in silence. They queue for lunch politely and efficiently, in single file and eyes front, they line up to enter classes, they never talk when lining up, they have their eyes front, and they know that every single second counts. These are all signs of mutual respect. Staff and students are a team working together.
- Students are especially polite and respectful in corridors, on the stairs and when queuing. They remain in single file, eyes front. Students do what they have to do very smoothly and efficiently. They are polite to classmates, students we do not know, and to all members of staff. That includes office, canteen and cleaning staff. There are no exceptions.

Classroom Expectations

Every second is precious. Students turn up to lessons on time. If they are two minutes late to each lesson every day that equates to 50 minutes per week and over 32 hours per academic year. Following our classroom expectations is vital so that more time can be spent learning. In order to support students to reach the expectations, teachers guide them to follow the strategies below.

Students will:

- Sit up straight at all times and never slouch.
- Follow instructions the first time of asking.
- Follow the behaviour for learning protocols, allowing teachers to teach and students to learn.
- Work in silence when instructed to do so.
- Stay on task and work hard even when they find work challenging.
- Complete their homework as specified, to a good standard and on time.
- Produce their best work; otherwise, they will do it again.
- Ensure books/folders to be neat and tidy e.g. no pieces of paper will stick out/fall out of books.
- Include the title and date and underline them.
- Not graffiti/doodle on their books/folders/planner.
- Make corrections to their work where highlighted and improve their work after feedback.

Teachers have a seating plan and students sit at the seat they have been allocated. When they read they always follow the text with a ruler, with both hands on the ruler. This helps them concentrate, so they remember more and understand more. When they are not writing or reading, they sit up straight. They listen to every single word the teacher says very, very carefully. Students especially listen to instructions very carefully.

When students ask and answer questions, they always put their hand straight up in the air and wait for the teacher to choose them. They must wait for the teacher. Calling out is never permitted. Even if they have their hand raised, they have to wait for the teacher to choose them by name. If they didn't do this people would be interrupting the teacher all of the time. If they are confused, or unsure what to do, they should let the teacher finish what he/she is saying and then put up their hand up to ask a question. When students ask and answer questions, they should speak confidently and in a loud voice so the whole room can hear.

Teachers are the experts. Students never interrupt their teacher when he or she is talking. Sometimes students will receive detentions. Sometimes they may even be put into the Isolation Room. This will be because their teachers have decided that their actions were rude or damaging to their education. Students may think the teacher was unfair. The teacher's decision is final. Students never answer back.

Students should keep their eyes on the teacher whenever he or she is talking. They should never turn around even if they hear a noise behind. They should not look out of the window or lose focus. Students look at the board, listen and read. Deliberate practice should be in silence. Students deliberately try to understand and to memorise the information and the processes they have been taught.

The beginning and end of lessons

Every second is precious. It is essential that students make their way very quickly and efficiently between classes.

At the end of each lesson, students stand behind their chairs in silence. Teachers will use the last minute of each lesson to pack away and get students ready to go off to our next lesson. At the end of lesson 1 and 4 (if the lesson is not a double) students will be asked to prepare for the next lesson by getting books and equipment out. This helps a smooth and prompt start to the following lesson. Lessons start and end very efficiently and calmly at King Charles I School. Teachers do not teach right to the very last second and then pack away in a rushed and inefficient manner. Students pack away as instructed. They remain focused on the task of packing away and then track the teacher. Around two minutes before the end of the lesson, teachers will give students the signal and they stand in silence and teachers will dismiss students row by row. They will say thank you to teachers as they leave the classroom.

When they get to the next lesson, students wait outside for the teacher. They never enter a room without the teacher's express instruction. Being on time is a sign of politeness. Being late is rude and disrespectful. Students move along corridors in single file, keeping eyes front, students move very quickly, efficiently and politely between lessons. They remain in single file and wait if another class is passing in front.

When students line up, they take off their coats and bags. They line up in silence.

Toilet visits

Students without medical needs should not use the toilet during single lessons. Every second is precious. If students visit the toilet once a day for five minutes that equates to 25 minutes per week and over 16 hours per academic year. Students are expected to go to the toilet at the following times:

- Before school (8.15am-8.30am)
- At break-time (11.00am-11.20am)
- At lunchtime (12.20pm-12.55pm)

During double lessons, students may use the toilet, with permission from the teacher, between 9.50am and 10.10am and 1.45pm and 2.05pm. The teacher will record the visit in SIMs.

The pyramid below shows the reasons why students behave well. Teachers want all students to aim for the top of the pyramid. Students behave well because:



What is meant by good behaviour?

Good behaviour is not simply the absence of 'poor behaviour'. Good behaviour includes aiming towards students' flourishing as scholars and human beings. The following are examples of what we mean by good behaviour:

- Being ambitious and wanting to do as well as possible. Students should seek to extend themselves through additional effort, reading, research and target setting;
- Being motivated to improve and achieve. For example, asking questions to further knowledge, acting as a role model and accepting responsibility;
- Being caring towards others for example demonstrating politeness, care, concern and respect for all other members of King Charles I School and for members of the general public;
- Being attentive and looking others in the eye when they are talking;
- Being courageous in the face of adversity for example having several more attempts if students think they have failed, attending school even if they feel a little under the weather;
- Being determined to succeed even when things get difficult, for example following instructions, speaking when spoken to and not challenging instructions;
- Being friendly towards others, always saying 'please' and 'thank-you'; holding the door open for others to pass without being prompted to do so;
- Being sympathetic towards others for example asking how they are;
- Being positive, even when things are tough;
- Being open minded to the views, religions and cultures of others; and
- Playing their part in keeping the school buildings, furnishings and site in good order, in particular, free from graffiti and litter for example emptying pockets of rubbish before running around at break or lunchtime.

Developing Student Character

Student character is developed through our academic curriculum. We are what we repeatedly do. Schools do influence students' characters with a combination of high expectations, accountability and modelling. Staff feel the best way to reach resilience is to give students challenging work to do; the best way to teach respect and politeness is to model it; the best way to teach students how to be functional, happy citizens is to set up systems which hold them to account for their behaviour. Here are some practical ways to develop student character:

- Teachers encourage positive responses to our questioning and not accepting "I don't know," to encourage resilience.
- Time for deliberate practice activities.
- Time to struggle during lessons so students develop independence.

- Reading books/tasks that are challenging.
- Reading aloud in class to develop student confidence and improve comprehension.
- Responding positively to academic failure and disappointment encourages the attitude 'I've not failed; I've just found 10,000 ways that don't work'.
- Teachers do not accept poor responses to consequences and they deal with secondary behaviours to develop discipline.
- Teachers reinforce the importance of demonstrating politeness, care and concern for all other members of King Charles I School and for members of the public.
- Teachers ensure students uphold and adhere to all rules and routines without question, even when they may feel hard done by.
- Assemblies based on positive character traits and positive role models.
- Teachers define good behaviour.
- Extra-curricular activities, CCF and house activities to develop support and competition between students and houses.
- Charity work to develop empathy for others.

Attend, Try, Practise, Achieve

It is important that all of our students know what is expected of them at all times. We want our students to try their best, which means:

Try means... being prepared for learning	Try means... 100% effort at all times	Try means... always being respectful
<ul style="list-style-type: none"> ▪ Being punctual ▪ Having the correct uniform ▪ Having the correct equipment and ready to go at the start of every lesson ▪ Completing homework to a good standard and by the agreed deadline ▪ Getting to lessons quickly 	<ul style="list-style-type: none"> ▪ Having a go regardless of how confident you feel ▪ Staying on task, especially when it gets difficult ▪ Starting tasks promptly when asked ▪ Facing the front ▪ Working in silence when asked to do so ▪ Asking relevant questions ▪ Staying seated unless permitted to do otherwise 	<ul style="list-style-type: none"> ▪ Respecting others' right to learn by not disturbing others ▪ Always listening to the teacher and to others ▪ Always following instructions first time ▪ Always being respectful of other people's opinions ▪ Putting your hand up to speak ▪ Thinking about what you say, how and when you say it ▪ Thinking about your body language ▪ Only asking relevant questions ▪ Being respectful of equipment and school property

The steps to success below shows the students how to achieve to the best of their ability. Teachers want all students to aim for the top of the podium.



Outside of school

Even when students are outside of school, they still represent King Charles I School. They should think about how their actions reflect on themselves and the school. Students may receive consequences for behaviour outside school that affects their education or brings the school into disrepute.

- **After school:** Students are in our uniform. They are representing King Charles I School. If teachers hear of disrespectful behaviour outside of school, those concerned will receive a consequence. They should use thank you, excuse me, please and they should smile outside of school and in. They are especially polite to shopkeepers and bus drivers.
- **At home:** Homework takes priority over any hobbies students may have. Students have a homework timetable. When they do their homework, they should keep away from mobile phones or any computers that might distract them. They should find a quiet place to work where they can concentrate. Once homework is complete, they pack all of their equipment, and homework, in their school bag. They check their pencil case. They check their timetable to ensure that they have everything they need for the next day-for example, a PE kit. Teachers will not accept excuses such as "I forgot" or "I slept in". It is important students get a good night's sleep and have enough rest to properly study at school. As a guide, students need around nine hours of uninterrupted sleep every night. If they do not sleep enough they will not learn effectively and will not remember what has been taught. Mobile phones or computers should be kept away from their bed, so they are not tempted to look at them in the night.
- **The internet and social media:** Students must not be nasty about other people on social media. They should be polite and kind online, just the same as when in school. If they are bullying, rude, or disrespectful online, they may receive a consequence in the same way as if it had taken place in school. They should think about how much time they spend online and whether they could make better use of time.

Rewards

We acknowledge and celebrate achievement in all its forms, including academic success, sporting success and attitude to learning and operate a comprehensive rewards system through awarding achievement points and positive acknowledgements: postcards and letters home, headteacher's awards, rewards trips and rewards lunches. We do not believe it is appropriate to give rewards for good behaviour day-to-day; we should learn to behave well as a matter of principle, not in response to short-term incentives.

A rewards report/letter is sent home each term for every student showing the total number of achievement points awarded for attendance, punctuality, attitude to learning, academic achievement and effort for that term. Parents/carers are able to view their son/daughter's reward points on the SIMs Parent App.

Students can earn reward points for academic achievement, effort, attendance and punctuality.

Rewarding academic achievement and effort

- Students will be awarded an achievement point each time a staff member recognises their academic achievement and effort.
- Students will be eligible to be nominated for the half-termly headteacher's award, which is awarded based upon nominations by teaching staff for students who have worked hard during the half term and/or shown academic excellence. All students nominated for the award will receive three achievement points and the winner will receive three extra achievement points.
- Students with the highest number of achievement points are invited to a reward lunch each term and are presented with a certificate to recognise their achievements.
- At the end of each academic year, a letter is sent home to the parents/carers of those students whose effort has been outstanding.
- A letter will be sent home each half term to the parents/carers of those students who have received no SIMs behaviour points in that half term.
- All year groups have a rewards trip each academic year.
- Once every half term, teachers nominate a minimum of two students from each class in every subject to receive a postcard home for outstanding achievement and/or effort.
- Each term the top ten students in each year group for achievement and progress are awarded a certificate to recognise their achievements.
- Every week all heads of year award 'stars of the week'. All students awarded this will receive five achievement points.
- Net behaviour versus achievement points will be calculated and count towards points for each house.
- Year 8 students whose effort and behaviour has met our expectations will graduate to Year 9.
- Year 11 students who reach the end of the year whose effort has met our expectations will be invited to attend the school prom.

Attendance and Punctuality

- An achievement point is automatically awarded every week for all students who have achieved 100% attendance during the week or made an improvement in their attendance from the previous week.

- An achievement point is automatically awarded every week for all students who have been punctual to all sessions for that week.
- All students who achieve 100% attendance during a half term, or whose attendance improves dramatically, will receive a certificate to celebrate this achievement and 10 achievement points. Adjustments will be made to ensure students with medical conditions are not disadvantaged.

What do students gain for their reward points?

200 achievement points = Bronze certificate and pin badge

300 achievement points = Silver certificate and pin badge

500 achievement points = Gold certificate and pin badge

Stationery and equipment for lessons

We place high importance on personal organisation and getting the 'basics' right. It is vital that students come to school every day with the right equipment 'ready to learn' each lesson. When students arrive to lessons without the correct equipment, there is a disruption to learning for every student. Therefore, not having the expected equipment results in a consequence. All students in Years 7-11 are expected to bring the equipment below:

- exercise books/folders
- knowledge organiser
- planner
- pencil case
- black pen
- pencil
- ruler
- protractor
- rubber
- glue stick (the first one will be provided by the school-students should bring their own thereafter)
- scientific calculator

In order to help and support our Year 7 students to be prepared with the correct equipment straight away, the school will provide them (free of charge) with the items listed above on the first day of the new academic year.

In addition to the equipment above, we expect every student in Years 7-11 to bring the following:

- Subject specific equipment including PE kit (details found on the website), compass, and cooking ingredients.
- Other useful equipment but not specified in the 'basics' would be coloured pencils and a highlighter.

In order to offer support in getting the basics right, pens, pencils, rulers, rubbers are available to purchase at a discounted rate each morning from 8.20am until 8.30am in the libraries on the Borrington and Hillgrove Sites.

The Consequences System

The consequence system is underpinned by three core standards:

1. Attend
2. Try
3. Practise

In the first instance, some identified low-level classroom disturbances will be dealt with by the teacher issuing a verbal reminder (see table below). If the verbal reminder does not lead to an improvement in the student's behaviour or if the student's behaviour is deemed to be disruptive, then the consequences system will be used. To make the system easy for everyone to understand, we have introduced a set of consequences for disruption of learning within the classroom called C1, C2, C3, C4 and C5 for basic behaviour expectations at all times within school.

A consequence may be issued when a student does not act safely, respectfully or responsibly or does not accept responsibility for their actions. When determining the consequence to be issued, the member of staff will consider the student's circumstances (including their age and any special educational needs and/or disabilities) alongside the circumstances of the case. The sanction issued will be appropriate to the seriousness of the incident, taking those factors into account. Consequences will generally be part of a graduated response to incidents of inappropriate behaviour, although there may be occasions where the serious nature of an incident requires a greater sanction to be issued. The consequences are described below.

Verbal reminders	Verbal reminders will be given to students for the following examples: talking when entering and leaving the classroom, not putting equipment down when asked to, not tracking the teacher, slouching or rocking on chair, untidy work, taking too long to get equipment out and not following when reading.
C1	A first warning, firmly given. This is a signal warning a student that their behaviour is unacceptable, is affecting learning, and therefore needs to be changed. For a C1, a student's name will be listed on the whiteboard but if no further problems arise, no further action is taken.

<p>C2</p>	<p>This indicates that the student has repeated some disruptive behaviour and is continuing to affect the learning taking place in the classroom. Again, the student's name is listed and they are expected to serve a 25-minute lunchtime detention the following day in the designated classrooms from 12.20pm-12.45pm. The incident is recorded in SIMs. All students will be collected for their C2 detention and they may eat their lunch whilst they complete the detention.</p> <p>We will take action if students contact their parents/carers during the school day in order to protest about their detentions. This will undermine the system.</p> <p>All C2 detentions should be completed without negotiation. It is the responsibility of the individual student to attend and to use the time productively. Students can continue the work from the lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read.</p> <p>The isolation manager will supervise C2 detentions.</p> <p>If the student does not attend a C2 detention, a C3 detention will be issued.</p> <p>If a student receives two C2 detentions in one day, then they will also be issued with a C3 detention. If a student receives more than two C2 detentions in one day, then a day in the Isolation Room will be issued.</p>
<p>C3</p>	<p>All C3 detentions (except those for homework not completed on time) where possible will take place the same day in the designated classrooms from 2.55pm-3.55pm.</p> <p>Students will be issued a C3 for the following reasons:</p> <ul style="list-style-type: none"> ▪ For persistently or significantly disrupting learning; and ▪ For homework not completed on time. <p>For persistently or significantly disrupting learning</p> <p>Students will be issued a C3, removed from the classroom and expected to serve a one hour detention the same day in the designated classrooms from 2.55pm-3.55pm. The incident is recorded in SIMs. Parents/carers will be informed of the C3 detention by telephone. The phone calls will be made as soon as we can to give as much notice as possible. Parents/carers should inform the school immediately if their contact details have changed. A member of staff will be called and the student will be taken to the parking room. During this time, the student is expected to do silent quizzing using their knowledge organiser or homework tasks. Generally, they will return to lessons the following lesson having been spoken to by the member of staff in the room. Any student who is sent to parking twice in one day will remain in parking or go straight to the Isolation Room and not return to lessons that day. This will also result in a phone call to the parents/carers.</p> <p>We will take action if students contact their parents/carers during the school day in order to protest about their detention. This will undermine the system.</p> <p>For homework not completed on time</p> <p>Students will be issued a C3 and expected to serve a one hour detention the following day in the designated classrooms from 2.55pm-3.55pm. The incident is recorded in SIMs. Parents/carers will be informed of the C3 detention by text message. The text message will be sent as soon as we can to give as much notice as possible. We will assume that parents/carers have received the text message. Parents/carers should inform the school immediately if their contact details have changed.</p> <p>We will take action if students contact their parents/carers during the school day in order to protest about their detention. This will undermine the system.</p> <p>Any C3 detentions that are issued always take precedence over other activities (eg after-school clubs or fixtures) and appointments.</p> <p>All C3 detentions should be completed without negotiation. It is the responsibility of the individual student to attend and to use the time productively. Students can continue the work from the lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read.</p> <p>The achievement leaders will supervise C3 detentions.</p> <p>If the student does not attend a C3 detention, a day in the Isolation Room will be issued.</p> <p>If a student receives two C3 detentions in one day for persistently or significantly disrupting learning, a day in the Isolation Room will be issued.</p>

	<p>If a student receives three or more C3s in a week for persistently or significantly disrupting learning this will result in a day in the Isolation Room.</p> <p>Please note that the reception closes at 3.30pm. If you wish to contact a member of staff to check your son/daughter's attendance at a detention, please call James Wilkinson (Borrington Site) on 07720 212724 or Chris Gibson (Hillgrove Site) on 07896 026876.</p>
C4	<p>This is a very serious sanction and signifies that the student has made choices that are unacceptable within our community. It will result in time in our Isolation Room under strict supervision. Students will be required to sit in the Isolation Room from 8.40am-3.55pm, work in silence and complete the work set. The time in the Isolation Room gives them a chance to reflect on the choices they have made. The incident is recorded on SIMs. If the incident happens during a lesson, the student will be taken straight to the Isolation Room. This sanction will involve a phone call to the parents/carers or possibly a meeting with a member of the senior leadership team and/or the head of year.</p> <p>Every effort will be made to contact parents/carers to explain why this sanction has been issued, but if contact cannot be made student will still be expected to complete the sanction. Whilst inconvenient there is an expectation that parents/carers make themselves available to attend a meeting if this is deemed necessary. If a student is referred to the Isolation Room 5 times in one term, then, despite any other strategies already in place, they will be referred to the behaviour panel, led by the deputy headteacher. In this meeting, a review of the student's behaviour and interventions used to date, their success will be discussed, and a plan put in place to identify further strategies to support the student.</p> <p>Any C4 incident will be reported verbally to the Head of year straight away, by the member of staff who witnesses the incident. The Head of Year will discuss the incident with their line manager (member of Senior Leadership Team) and the student will be placed into isolation immediately. The incident will then be reported in SIMs by the member of staff who witnessed the incident.</p> <p>Students who misbehave during their time in the Isolation Room or refuse to complete a C4 sanction can receive a fixed term exclusion.</p>
C5	<p>Could result in a longer period of time in the Isolation Room, a fixed term exclusion (combined with days in the Isolation Room), a governor behaviour panel, a managed move to another school or permanent exclusion.</p> <p>Any C5 incident will be reported verbally to the Head of year straight away, by the member of staff who witnesses the incident. The Head of Year will discuss the incident with their line manager (member of the Senior Leadership Team) and the student will be placed into isolation immediately. The incident will then be reported in SIMs by the member of staff who witnessed the incident.</p>

C1	C2	C3	C4	C5
<p>Examples of low level disruptive behaviour are:</p> <ul style="list-style-type: none"> ▪ Not listening ▪ Off task behaviour ▪ Calling out or talking out of turn ▪ Poor effort 	<p>Given for repeat of C1 offences or:</p> <ul style="list-style-type: none"> ▪ A poor response to being given a C1 e.g. shrugging shoulders, answering back, tutting, smirking etc. ▪ Not bringing the correct stationery and equipment. ▪ Eating in a lesson ▪ Uniform not worn correctly. ▪ In possession of a fizzy drink. ▪ First late mark to school or lessons without a medical note or note from a parent/carer. ▪ Excessive make-up. 	<p>Given for further repeat of C1 or C2 offences or:</p> <ul style="list-style-type: none"> ▪ Disturbing an exam ▪ Foul/sexual language ▪ Mobile phone seen/heard at any time during the school day. ▪ Being out of bounds ▪ Homework not completed on time ▪ Chewing gum or in possession of chewing gum ▪ Second late mark to school or lessons without a medical note or note from a parent/carer. 	<p>Examples of serious incidents are:</p> <ul style="list-style-type: none"> ▪ Defiance. For example-walking away when being spoken to by any member of staff, refusal to follow instructions etc ▪ Third or more late mark to school or lessons without a medical note or note from a parent/carer. ▪ Truancy from lessons or school ▪ Harassment or bullying (including cyber-bullying). ▪ Threatening behaviour. ▪ Verbal abuse towards a student or member of staff 	<p>Examples of very serious incidents are:</p> <ul style="list-style-type: none"> ▪ Drug related issues. ▪ Alcohol related issues. ▪ Carrying an offensive weapon. ▪ Serious actual or threatened violence against another student or a member of staff. ▪ Racist, sexist or homophobic language. ▪ Sexual harassment. ▪ Sexual violence. ▪ Bringing the school into disrepute.

			<ul style="list-style-type: none"> ▪ Videoing on mobile phones ▪ Vandalism, damage to property or theft ▪ Dangerous behaviour ▪ Smoking, including e-cigarettes. 	
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Report system

Autumn Term Reports	Thresholds	Spring Term Reports	Thresholds	Summer Term Reports	Thresholds
Yellow	20	Yellow	30	Yellow	40
Amber	30	Amber	40	Amber	50
Red	40	Red	50	Red	60

Report Cards

1. Actions that do not relate specifically to poor behaviour in or out of class will not accrue behaviour points.
2. The thresholds at which a report will be issued will be increased each term to reflect where we are in the academic year-see above. The points will not default to zero but the threshold will be raised at the start of the spring and summer terms.
3. All students on report at the end of a term must successfully complete the report before being taken off.
4. Heads of year may use discretion when evaluating the appropriateness of a student being placed on report.
5. The behaviour of students on report should be exemplary. The consequences are stated on the report cards.

Punctuality and arrival to school each day

All students must arrive to school and all lessons on time.

- School begins with student lining up on the playground (at the Borrington Site) or on the field (at the Hillgrove Site) at 8.40am. If the red flag is out as it is raining, students may keep dry in the hall (on either site) or under the covered areas. When the bell goes, students should make their own way to their tutor rooms.
- Students enter the buildings in silence. Students who talk are issued with a 15-minute lunchtime detention.
- If a student arrives late to school or to a lesson without an appropriate reason (for example a medical appointment, supported by a letter or appointment card), they will be expected to serve a C2 detention.
- If a student is marked as late twice in a week to school or lessons then they will be placed in a C3 detention. After that student will be placed in the Isolation Room every time that week they are marked as late to school or lessons.

Uniform

For information about the school uniform, please see the school website. Hoodies or any other clothing that is non-school uniform should never be worn under blazers on the school premises. These items can be confiscated by teachers and will be returned to parents/carers if they come to school to pick it up.

The school keeps a stock of uniform and shoes. If students attend school dressed inappropriately, they will be expected to borrow items and change. If this is not possible, we reserve the right to place students in isolation until the issue has been rectified and our expectations have been met.

Prohibited Items

There are a number of items, which are not permitted in school. Possession of these items carries a consequence that students can expect if they are in breach of the rules (see consequence table above). In order to encourage honesty, the consequence for bringing any contraband items into school may be lessened if students own up before a search takes place.

- Chewing gum
- Energy/fizzy drinks as they are linked to obesity, tooth decay and high blood pressure resulting in poor concentration
- Matches
- Lighters
- Cigarettes
- Electronic cigarettes (also known as 'e-cigarettes' or 'e-lites')
- Mobile Phones, MP3 players and hand-held games consoles (if suspected of being used in contravention of the 'Mobile phone, MP3 player and Games Console Policy')
- Illegal substances
- Weapons

Please refer to our 'Behaviour Policy' for any other prohibited items.

Mobile phones

It is our policy to allow students to have a mobile phone with them in school should they choose to do so. However, they should always be turned off and not used for any purpose. Please see the 'Mobile phone, MP3 and games console Policy' for details.

Discretion

No behaviour policy or set of protocols can cover all eventualities. The headteacher reserves the right to use discretion to help King Charles I School students make better choices and learn the right lessons. There may be occasions when we feel a Year 8 student does not meet the behaviour expected to be able to graduate to Year 9. In this case, we reserve the right to direct your son/daughter to stay at the Borrhington Road Site for up to half a term.

Reasonable adjustments

Where appropriate we will make reasonable adjustments for students, including those with special educational needs and/or disabilities, who have specific needs that mean they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means some students need additional support to ensure that they meet the high expectations that we have for all our students.

Supporting our students to get to the top of the pyramid

We will support our students to meet the high expectations by offering the following:

- Report cards;
- Pastoral support plans to improve their chances of successfully climbing the pyramid;
- Part-time timetables (for a designated period of time) to reintegrate back to a full-time timetable;
- Students who persistently fail to complete their homework are supported with compulsory homework club after-school;
- Additional pastoral support from achievement leaders;
- Regular meetings with parents/carers;
- Additional careers advice and guidance from a specialised careers advisor;
- Peer mentoring from our trained sixth form students;
- Restorative conversations with the teacher who gave students the consequence;
- Reflection letters to members of staff as part of restorative justice;
- Counselling from a trained counsellor;
- Behaviour panel meetings if a student has been in isolation 5 times or more during a term; and
- An alternative provision placement. See the 'Offsite/Alternative Provision Policy'.

Appendix A

King Charles I School Rules

Students should...

1. **Neither take part in or tolerate bullying nor any form of discrimination.**
2. **Treat other members of the school community with respect.**
3. **Be correctly dressed in the school uniform.**
4. **Be on time to school and all lessons.**
5. **Walk on the left along corridors and on stairs.**
6. **Behave in lesson time**
 - *Queue up outside the classroom until the member of staff gives permission to go into the room.*
 - *Enter in silence and stand behind their place until told to sit by the member of staff.*
 - *Follow the teacher's (or other member of staff's) instructions.*
 - *Wait until they are invited to speak in the classroom and not shout answers out.*
 - *Respect the teacher's and other students' contributions and not talk while others are giving feedback.*
 - *Ensure the classroom is an orderly environment to learn in and not get out of their seat, unless given permission to do so.*
 - *Not eat but may drink (only) water – with the teacher's permission.*
 - *At the end of the lesson wait behind your place until you are dismissed.*
7. **Bring the correct stationery and equipment to all lessons.**
8. **Remain on the school premises throughout their break and lunch times (if they are in Years 7-11).**
9. **Only eat food in the designated areas.**
10. **Stay 'in bounds' during break and lunch times.**
11. **Follow school rules regarding mobile phones.**
12. **Not bring in prohibited items. For example:**
 - *Chewing gum*
 - *Energy drinks*
 - *Matches*
 - *Lighters*
 - *Cigarettes*
 - *Electronic cigarettes (also known as 'e-cigarettes' or 'e-lites')*
 - *Mobile Phones, MP3 players and hand-held games consoles (if suspected of being used in contravention of the 'Mobile phone, MP3 player and Games Console Policy')*
 - *Illegal substances*
 - *Weapons*

Please refer to our 'Behaviour Policy' for any other prohibited items.

Appendix B

Lunchtime Protocols

Lunchtime Protocols: Borrington Site

- All food purchased from the dining areas must be eaten in the main hall, FLS/café area or on the picnic benches next to the main hall.
- Coats and scarves should not be worn in the Borrington Site Hall at lunchtime
- Bags should be placed under the table, not on the tables
- Coats should be placed on the back of the chair or in your bag, not on the tables
- Chairs should be tucked under the tables before leaving.
- Tables and chairs will be left out until lunchtime ends at 12.55pm.
- Students should be polite to one another and members of staff saying please and thank you where necessary.
- All litter must be put into the bins provided and not left on the tables.
- There should be no eating or drinking on the field.
- All students can use the playground but no food should be taken onto it.
- There should be no eating or drinking in the corridors.
- Student can use the library, FLS/café area or L21 to complete homework or revision tasks.
- Students should line up at the end of lunchtime in the correct place in preparation for lesson 4. If it is raining, they should go straight to their lesson.
- During wet lunchtimes the main hall, FLS/café area, L21 and L22 may be used by students.

Lunchtime Protocols: Hillgrove Site

Week A: Years 9 and 11 students-first sitting

Week B: Years 10 and 11 students-first sitting

- Students queue up for their lunch in the covered corridor outside the Oldfield Hall.
- All food purchased from the dining areas must be eaten in the Oldfield Hall and/or Lounge area.
- Coats and scarves should not be worn in the Oldfield Hall.
- Bags should be placed under the table, not on the tables.
- Coats should be placed on the back of the chair or in your bag, not on the tables.
- Chairs should be tucked under the tables before leaving.
- Tables and chairs will be left out until lunchtime ends at 12.55pm.
- Students should be polite to one another and members of staff saying please and thank you where necessary.
- All litter must be put into the bins provided and not left on the tables or dropped on the floor.
- There should be no eating or drinking on the field.
- If the red flag is out the field must not be used.
- There should be no eating or drinking in the corridors.
- If students use the library, they must be completing homework or revision. There should be no eating or drinking in the library.

Appendix C

Detention Protocols

Detentions always take precedence over other activities such as after-school clubs or fixtures.

C2 detention: 12.20pm-12.45pm

C3 detention: 2.55pm-3.55pm

- Students are collected for their detention.
- Students line up in silence outside the classroom, waiting to enter.
- A member of the senior leadership team will support in ensuring students are settled.
- Students are invited to enter the room and stand silently behind a chair.
- Students are seated when told, by the member of staff on duty.
- Students must work silently on either: quizzing, homework, a task given to them by the member of staff on duty (there is work available in each room), reading or lines.
- If a student talks during a C2 detention, they will receive a C3 detention for the following evening.
- If a student talks during a C3 detention, they will re-sit the detention the following day.
- If you are concerned about your son/daughter and wish to contact school to find out whether he/she is in detention please call James Wilkinson (Borrington site) on 07720 212724 or Chris Gibson (Hillgrove site) on 07896 026876.
- Students will not be allowed to use a computer.
- If students wish to ask a question, they must raise their hand and wait for a member of staff to come to them.
- Before the students leave, they must stand silently behind the places and wait to be dismissed.
- Students are dismissed row at a time in silence.