



**King's  
Worcester**

# **Behaviour Management Policy**

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<b>Reviewed by:</b>	<b>Reviewed:</b>	<b>Next Review Date:</b>
Senior HSM	August 2020	September 2021
Senior Deputy Head	August 2021	August 2022

The King's School Worcester is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils. Corporal punishment is expressly forbidden.

### **Pupils at King's**

This policy applies to all pupils at the school. Pupils should be respectful of all those in the King's community and represent the school in a positive light. They are expected to abide by the school rules.

In particular pupils will:

Arrive on time, prepared and ready to learn.

Follow all instructions first time.

Listen carefully and speak appropriately.

Stay focused on work.

Show a positive attitude towards learning.

Complete and hand in homework on time.

Where this does not happen staff will ask pupils to correct their behaviour and where appropriate a sanction may be given. This should resolve the matter.

### **Staff at King's**

Staff must always model positive behaviours and build relationships in line with the staff code of conduct." Behaviour at King's" must be displayed in every learning space and referred to in conversations.

All staff will:

Follow the rewards policy

Follow up every time, retain ownership and engage in reflective dialogue with pupils.

Always take action when observing bad behaviour around the school site. Never walk past.

Use SIMS to record behaviour and action taken.

All pastoral staff will brief all new pupils on the school rules and expectations.

In lessons teachers will:

Establish a routine of meeting and greeting, with the aim of acknowledging all pupils.

Use seating plans to create good learning partnerships and support any pupils with SEND

Plan lessons to engage, challenge and meet the needs of all learners.

Praise the required behaviour.

Use language of choice and warnings to direct pupils to better behaviour.

Be calm and give take up time when going through these steps.,

Use a 2 to 5 minute detention at the first possible break as a sanction.

### **Parents at King's**

Parents agree that by sending their child to King's and by signing the Parent Contact (Terms and Conditions) that their child will comply with the School Rules and that they will undertake to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the school community as a whole.

Monitoring and evaluation of behaviour

Incidences of poor behaviour will be monitored to target and assess interventions in line with policies on Managing Pupil Progress and sanctions in Appendix 2.

This policy is reviewed and updated at least annually and reviewed by the Governors.

November 2020

## Appendix 1

### Additional roles in managing behaviour

All staff work together as a team to establish the best behaviour possible across the school. There may be times when an individual member of staff is unable to resolve a behaviour issue directly. All staff should also be able to seek support from colleagues to escalate an issue when necessary. This sets out additional responsibilities for key roles within the school.

#### **Heads of Department**

Heads of Department should stand alongside colleagues to support, guide, model and show a unified consistency to pupils. They are not expected to deal with behaviour referrals in isolation.

They will:

- Be a visible presence in the Department to encourage appropriate conduct.

- Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations.

- Where possible, provide a referral point for pupils whose continuing presence in a lesson will disrupt others.

- Co-ordinate subject specific detentions either with individual staff members or by department.

- Regularly celebrate staff and pupils whose efforts go above and beyond expectations.

- Encourage the use of reward systems.

- Ensure staff training needs are identified and targeted.

- Ensure that staff log behaviour incidents in SIMs.

#### **Pastoral Staff and Pastoral Leaders**

Tutors and House Tutors rather should stand alongside colleagues to support, guide model and show a unified consistency to pupils. They are not expected to deal with behaviour referrals in isolation.

They will:

- Regularly celebrate achievements of pupils whose efforts exceed expectations.

- Sport patterns of behaviour and discuss with pupils.

- Implement interventions in line with the Managing Pupil Progress framework.

- Attend meetings with parents and Heads of Section as appropriate.

### **Heads of Section**

The Heads of Lower Years, Middle Years and Sixth Form should stand alongside colleagues to support, guide, model and show a unified consistency to pupils. They are not expected to deal with behaviour referrals in isolation.

They will:

- Be a visible presence to encourage appropriate conduct.
- Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and pupils whose efforts exceed expectations.
- Encourage the use of reward systems.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target, assess and implement interventions.

### **Senior Leaders**

Senior Leaders will stand alongside colleagues to support, guide, model and show a unified consistency to pupils. They are not expected to deal with behaviour referrals in isolation.

Senior Leaders will:

- Be a visible presence around the site.
- Celebrate staff and pupils whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support Heads of Section in managing pupils with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for pupils who fall beyond the range of written policies.
- Take time to welcome pupils at the start of the day.

## Appendix 2

### Sanctions

#### Introduction

It is hoped that pupils will respond to the school's positive encouragement and rewards and will comply with the School Rules. However, the school acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonable expected by the school. Sanctions assist the school enforcing the School Rules, and help the school to set boundaries and to manage unacceptable or challenging behaviour from pupils.

All misbehaviour or disciplinary incidences will be dealt with as soon as practicable.

#### Informal Detention

This should take place at the nearest break. For period 1-2 this would be short break. Periods 3-6 either 1205 or long break. Period 7-8 after school. This is 2-5 minutes. Pupils will arrive immediately at the start of the break.

#### Department detention

At short break or long break – 20-30 minutes.

Lunchtime detention set by House or Head of Lower Years, Middle Years or Sixth Form.

At long break up to 30 minutes.

After school detention held on Tuesdays and Thursdays 3:50pm -4:50pm/

Detention form to be completed by member of staff and letter sent home to parents.

Staff to ensure work is put in the detention folder.

48 hours' notice to parents is required.

#### Saturday morning detention

To be used for a serious breach of school rules and persistent offences after other sanctions including after school detentions have been used. Saturday morning detentions can be given by members of SLT, Head of Lower Years and Middle Years and Sixth Form.

They are usually supervised by the senior deputy and are in his/her office from 0930:1130. A letter must be sent home informing parents.

#### Suspension and exclusion

The School's Suspension and Exclusion Policy is set out in the Parent Handbook and available on the school's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head (or their deputy) can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions are included in the Suspension and Exclusion Policy.

Serious sanctions in accordance with the School's Suspension and Exclusion Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

The Head may need to consider whether to exclude a pupil, or to require them to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective or in the event of an exceptional one-off offence of severe misbehaviour.

Other disciplinary penalties may include

- Removal from the group/class/a particular lesson/activity;

- Letter of apology;

- Withdrawal of break or lunchtime privileges;

- Withholding participation in educational visits or sports events, when these are not essential to the curriculum;

- Completion of work or extra work;

- The carrying out of useful tasks in School;

- Confiscations of pupils' property.

### **Pupils with SEND**

In applying this policy and considering sanctions, especially those with serious consequences, the school will take responsible steps to avoid placing children with SEND or a particular vulnerability at a disadvantage compared to other children, in accordance with the school's obligations under the Equality Act 2010.

### **Record-Keeping**

The school has a confidential log of serious sanctions that is maintained by the Senior Deputy. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

## Appendix 3

### **Interventions**

This should be read in conjunction with the policy on Managing Pupil Progress.

### **Progress Book**

The majority of pupils are capable of organising their work habits effectively and behaving in a manner which is conducive to good learning. Occasionally, however, a pupil may have adopted some poor habits which may be having a negative impact on their own learning and the learning of others. If this is the case, the Tutor may, often in consultation with the House Tutor or Head of Section, choose to put the pupil on a Progress Book. This requires the following action:

The identification of the areas in which the pupil's behaviour is having a negative effect.

A discussion and agreement of targets which will lead to improvement.

Contact with the parents to explain what is going on. It is recommended that the initial contact is made by phone.

Issue the Progress Book and enter the details on SIMs.

The pupil to present the Progress Book to teaching staff at the start of each lesson; the book to be filled in at the end of each lesson; parents to check the Book each day and for pastoral staff to check the Book each morning.

This process to end at an agreed time or when sufficient progress has been noticed.

The Progress Book is designed to focus on the pupil's conduct with the aim of seeing a measurable improvement in behaviour. There are, however, things which can go wrong with the process and these, themselves, should have consequences.

If the pupil consistently forgets to hand in the Book or loses it: the pupil must go around each of his/her members of staff and ask for the comment to be filled in again. If s/he does not do this when requested, it is likely that s/he should have an evening or detention.

If the parents do not support the action appropriately, this must be passed on to a senior member of the pastoral staff.

### **Pupil Behaviour Management Plan:**

The plan is drawn up by a member of staff who knows the pupil well and who has sufficient authority over him/her to impose appropriate sanctions should the targets not be met. It is drawn up in full consultation with the parents and pupil, preferably at or following a face-to-face meeting with all parties. Appropriate targets are set and rewards and/or penalties are set for meeting/failing to meet these targets. A sample version is included in Firefly.



## Appendix 4

### **Type of misbehaviour**

The school has developed a scale of severity from low-level to serious behaviours through formal discussion and staff training. This will ensure:

- Shared understanding of proportionate and differentiated sanctions.
- Thresholds for the use of disciplinary penalties.
- Consistency and fairness in the application of disciplinary penalties.

The non-exhaustive lists below provide examples of misbehaviour at low, medium and serious levels. Staff will exercise their professional judgement when considering each incident as to the precise "level" of misbehaviour. This may be based on various factors including intention behind it. The frequency with which it has occurred and the effect which it has on others.

Judgement will apply in all cases as to the precise "level" of misbehaviour, based on the intention behind it, the frequency with which it has occurred and the effect which it has on others.

### **Low-level Misbehaviour:**

- Late arrival to class or pastoral time (one-off).
- Failure to bring explanation for absence (one-off).
- Talking out of turn.
- Eating in class.
- One-off dress offence/gun offence.
- Inappropriate level of effort.
- Introduction non-King's pupils to the premises, non-reporting of the same.
- Making a money collection in school without permission.
- Entering various areas without permission.
- Walking in the flower beds.
- Wearing headphones around School.
- Parking inappropriately.

### **Medium-level Misbehaviour:**

- Persistent late arrival to class or pastoral time.
- Persistent dress offences/gun-chewing.
- Destructive and/or nuisance behaviour in the gardens.
- One-off case of inappropriate language.
- One-off. Minor disruption of other pupils' learning.
- Defacement of school books.
- One-off failure to attend lesson/Games periods/Supervised Study Period.

Failure to attend an assembly.

Going off the premises without permission in the school day.

Use of the internet/network which does not comply with the AUP.

Use of mobile phones which does not comply with the AUP, including the taking of images.

Driving to school without Tutor's knowledge.

Going in another's car without permission.

### **Serious Misbehaviour**

Persistent failure to do homework.

Persistent disruption of other pupils' learning, particularly when failing to heed warnings.

One-off, major disruption of other pupils' learning.

Swearing at a member of staff or using unacceptable language.

Single occurrence of truancy, unauthorised absence or going off the premises without permission in the school day (other than lunchtime if allowed).

Persistently missing assemblies and other commitments.

Smoking, including vaping.

Possession and use of alcohol and/or drugs including on a trip or in uniform (See Drugs Policy and Medical Policy).

Cheating or plagiarism.

Hacking and/or wilful damage to the computer network.

The taking of images/recording of material with the intention of using them to harm an individual's/the school's reputation. The dissemination of such images.

The use of text messages or the internet to make abusive or offensive remarks to or about another individual in School.

Contacting the press without permission.

Gambling.

Visiting licensed premises in the school day, including at lunchtimes.

Making malicious accusations against staff (where school policies have been followed and the accusations have been found to be malicious).

Defiance and refusal to cooperate; persistent or malicious refusal to follow staff instructions.

Refusal to accept the authority of staff including on trips and at sports events

Persistent or malicious refusal to follow the School Rules or the dress codes; refusal to remain within the spirit and provision of school policies.

Bringing the school into disrepute (including during a sports fixture, in town or on public transport distribution of information and via comments made in public or on-line).

Repeated unsafe or disruptive behaviour.

Vandalism and damage to property, including cars parked on the School site.

Defacement or deliberate damage to School books belonging to another pupil.

Thefts of school/other pupils of staff property.

Acts of or incitement to intimidation, harassment, violence or bullying (See Anti-bullying policy).

Arson.

Deliberate racist, sexist, and/or homophobic insults or acts.

Persistent rudeness to other pupils.

Bringing illegal or certain legal drugs (tobacco, alcohol, solvents, prescribed or over the counter medicine in contravention of the Medical Policy) into school or evidence of drug misuse.

Bringing weapons, banned or offensive substances or materials into school.

Violent attacks including on another pupil or member of staff.

If there is aggressive behaviour in any form which clearly breaks school rules and COVID regulations, then the perpetrators will be instantly suspended for at least two full days without access to online learning.

## Appendix 5

Reasonable Force, Searching a Pupil, Confiscation, Punctuality and Parental involvement and Appeals.

### **The Use of Reasonable Force:**

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use “such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do” any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the school.

The use of reasonable force means using no more force than needed, and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils, or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity).

Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance “Restraint”, that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Head immediately after s/he has needed to restrain a pupil physically.

The school has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The school will keep this register on a central file so that any patterns may be identified by the School.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if appropriate, agree a protocol/plan for managing their child/s behaviour.

### **The Searching of a Pupil's Person or Possessions:**

Authorised staff can search for prohibited items specified within the School Rules and search mobile electronic devices under certain circumstances (see below and School Rules). The member of staff carrying out the search must reasonably suspect that a pupil is in possession of contraband or items/material that might harm themselves or others.

Searches should not take place in a public place; the authorised member of staff must be the same gender as the pupil and a witness of the same gender should also be present (and the pupil where bags or lockers are being searched). An exception to this is if it is reasonable to suspect that serious harm will be caused to a person if a search does not take place immediately.

Pupil possessions are defined as any items over which the pupil has or appears to have control and includes bags and lockers. Only outer clothing (hats, shoes, coats, blazers, scarves) can be removed to allow a search to take place. A pupil will first be given the opportunity to "empty their pockets" and to disclose anything that they should not have in school. If the pupil refuses, the police should be called if there is reasonable cause to suspect they are in possession of an illegal substance.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in his/her possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in his/her possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen arms;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules.

The school will always consider the age of the child to be searched and any SEND or vulnerabilities the child may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the school's Child Protection/Safeguarding Policy.

The school will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs, or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The school will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

The Headmaster authorises any member of the SLT and the Heads of Section to conduct these searches and trip leaders where an incident occurs away from school.

### **Confiscation of a Pupil's Belongings:**

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item, or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff, but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable, but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

Staff will ensure that confiscated property is locked away and a record taken, using the Record of Confiscation Form. Confiscated property will be stored carefully, either by the teacher who has confiscated it, by a senior member of the pastoral staff or by the school office.

### **Electronic Devices**

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the school may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required.

The school may also erase any data or files from device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence (for example, certain pornographic material), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to an offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and may then discipline the pupil in accordance with this policy and the Suspension and Exclusion Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the school will follow the procedure set out in the School's Safeguarding Policy.

### **Punctuality and Attendance**

Punctual attendance at school and lessons is required. Pastoral staff will deal with pupils who are habitually late in line with the Attendance Policy.

All absence from lessons must be explained and unexplained absence will be followed up by relevant staff. Any pupils who "cut" a taught period, including SPS, Games and Key Skills will be given a Saturday Morning Detention.

## **Appendix 6**

### **Parental Involvement and Appeal:**

Parents who accept as place for their child at the school undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. The school values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of school. In particular, the school expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform /dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

Where serious or persistent misbehaviour is likely to lead to a serious sanction, the school will liaise with parents where practical and, if relevant, other support agencies.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

Parents are entitled to appeal to the governing body if the Head decides to exclude a pupil. Please refer to the Suspension and Exclusion Policy and the Parent Contract (Terms and Conditions) for further information.