



# **Behaviour Management Policy**



## Scope

The King's School Worcester (the foundation) 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 across the foundation, with an annexe for each prep school noting school specific processes. Pupils should be respectful of all those in the King's community and represent the foundation 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 foundation. 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/guardians 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 Headmaster/Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the foundation 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.

## Review

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

<b>Authorised by</b>	Resolution of the Governors
<b>Signature</b>	
<b>Date:</b>	25 March 2022
<b>Effective date of the Policy</b>	10 February 2022
<b>Review date</b>	30 September 2022
<b>Circulation</b>	Members of Governors/ all staff / parents / pupils [on request]

## Appendix 1

### Additional roles in managing behaviour

All staff work together as a team to establish the best behaviour possible across the foundation. 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 foundation.

#### **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 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.
- Spot patterns of behaviour and discuss with pupils.
- Implement interventions in line with the Managing Pupil Progress framework.
- Attend meetings with parents/guardians 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

# Senior School Sanctions

### Introduction

It is hoped that pupils will respond to the foundations positive encouragement and rewards and will comply with the School Rules. However, the senior school acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonable expected by the foundation. Sanctions assist the school enforcing the School Rules and help to set boundaries and to manage unacceptable or challenging behaviour from pupils. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

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 12.05pm or long break. Period 7-8 after school. This is for 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 is set by House or Head of Lower Years, Middle Years or Sixth Form. At long break: up to 30 minutes.

After school detentions are held on Tuesdays and Thursdays from 3:50pm – 4:50pm

A detention form is to be completed by a member of staff and letter sent home to parents/guardians.

Staff are to ensure work is put in the detention folder.

48 hours' notice to parents/guardians 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 their office from 09:30am – 11:30am. A letter must be sent home informing parents/guardians.

### Suspension and exclusion

The foundation's Suspension and Exclusion Policy is set out in the Parent Handbook and available on the foundation's website, and all parents/guardians and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Headmaster (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 foundation's Suspension and Exclusion Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

The Headmaster 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 foundation'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 Head. 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/guardians 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/guardians 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 detention.

If the parents/guardians 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/guardians 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

### Types of misbehaviour

The foundation 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/gum offence.
- Inappropriate level of effort.
- Introduction of 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/gum-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 foundation'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 foundation 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 foundation policies.
- Bringing the foundation 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 or staff property.
- Acts of or incitement to intimidation, harassment, violence or bullying (See Anti-bullying policy).
- Arson.
- Deliberate racist, sexist, misogynistic, transphobic and/or homophobic insults or acts.
- Persistent rudeness to other pupils.
- Sexual violence and sexual harassment.
- 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 Headmaster/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 foundation.

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. The foundation does not support parents'/guardians' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents/guardians is a safeguarding issue and will be dealt with under the foundation's Safeguarding Policy.

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 support 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 Headmaster/Head immediately after s/he has needed to restrain a pupil physically.

The foundation 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 foundation.

We will always inform a parent/guardian when it has been necessary to use physical restraint on their child, and invite them to the foundation, 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 Headmaster (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 foundation 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/guardians 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/guardian's prior consent to undertake a search is not required.

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

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

### **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 staff are 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 foundation 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 foundation 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 foundation'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/guardians who accept a place for their child at the foundation undertake to uphold the foundation's policies and regulations, including this policy, when they sign the Parent Contract. The foundation values a close relationship with parents/guardians and encourages them to work in partnership with the foundation to assist in maintaining high standards of behaviour both inside and outside of school. In particular, the foundation expects parents/guardians to support the Foundations 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/guardians where practical and, if relevant, other support agencies.

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

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



## Annexe for King's Hawford

### PRINCIPLES

The Behaviour Management Policy supports the aims of the school, assists in the evaluation of these aims and directs the school's progress towards them.

For the policy to be effective, it is important that all those concerned (children, parents/guardians, teachers and support staff) are aware of the principles underlying the policy and ensure that it is consistently applied.

The School Rules outlined below form the basis of the discipline policy.

### SCHOOL ETHOS

King's Hawford is part of the King's School Worcester Foundation (the foundation) and shares common aims and values. The AIMS might be expressed as follows:

- To help every child to fulfil his or her academic potential.
- To provide first rate pastoral care within an ethos of tolerance and mutual respect rooted in Christian values
- To provide a range of interesting and challenging activities in order to help all pupils to discover and develop skills and interests, to help their social integration within the school and to build their confidence and readiness for the next stages in their lives by the experience of challenge, success and helping others.
- To provide a safe community that encourages enjoyment, achievement and a positive contribution in a purposeful, healthy and happy environment.

### VALUES

We believe that education prepares children to make a positive contribution to the world around them. It instils a sense of respect for the values of truth, justice, honesty, trust and loyalty.

Our school promotes an ethos of tolerance and mutual respect which is rooted in Christian values. We aspire to see children valuing themselves, their families, the wider groups in which they belong, the diversity of their society and the environment in which they live.

As educators, we strive to work in partnership with parents/guardians towards a common goal of developing each child as an individual – physically, intellectually, emotionally and socially.

We want all children to show initiative in their own learning and we aim to ensure that each child is fully included, secure and valued.

### FROM A CHILD'S PERSPECTIVE

Viewed from the perspective of the child, we have developed the following as a 'child-friendly' set of aims, these being written by the children through their School Council:

We aim to:

- Always be kind, considerate and well-mannered
- Encourage others through words and deeds
- Always try your best and celebrate the achievements of others
- Be truthful and honest
- Share and be fair
- Look after our school

This is at the heart of our school. If we can respect these rules, we will create a happy and considerate school community. Behaviour expectations are consistent throughout the school with teachers and teaching assistants expecting the same behaviour in the classroom, in specialist lessons, whilst eating and during all play times. This consistent approach is achieved by all adults modelling polite, inclusive and positive behaviour towards pupils and other adults. All adults conduct themselves in a way that is appropriate and fitting to the ethos of the foundation. Behaviour and reward strategies are used as detailed below.

## **REWARDS**

The above values are reinforced by the application of rewards and, where necessary, disciplinary measures.

Positive rewards to be applied are as follows:

- Verbal praise or comments in exercise books.
- Verbal praise for good behaviour, courtesy and consideration.
- Sharing of work or actions with class and/or class teacher.
- **Behaviour Board** (EYFS)
- **House points** – the use of personal house points to encourage good behaviour or sense of responsibility.
- **Subject merits** – recognition of good work.
- **Head Teacher's Awards** – recognition of excellent work.
- Notification to parents of good work or behaviour.
- **Incentive stickers** (Pre-Prep).

**Behaviour Board** is used in the *Early Years Foundation Stage*. All children start on a cloud and, throughout the day, are rewarded by going over the rainbow to the pot of gold. They receive a sticker and clap of recognition. Children move onto the pot of gold for doing something positive that is significant to each child at their level. These may include actions like, sharing toys, being polite or tidying up.

Staff may use their own version of a behaviour board/reward system in their year group or individual classrooms. E.G brag tags, traffic lights, superheroes.

**House Points** are awarded for good work, good effort, manners, behaviour and progress. These are normally given during lessons but can be awarded at any time and they are in multiples of usually 1, 2, 3 or 5. They are recorded as House points on Class Dojo and added to the House total weekly.

**1 HP** = acceptable/expected work/behaviour

**2 HP** = good work/behaviour/effort/progress/manners/spelling

**3 HP** = \*Subject Merit - excellent work/behaviour/progress

**5 HP** = \*Head Teacher's Award (HTA) – exceptional work/behaviour

**Subject merits** are awarded for good work. They have a value of 3 House Points which should be added to Class Dojo as well as recorded on SIMs. Subject merits and HTAs will cumulate as positives on SIMs. Work should be of a very good standard for the ability of the child.

**Head Teacher's Awards** are given for *exceptional* work or effort during lessons. They relate to a pupils' ability and not to a set of criteria. Once a HTA has been awarded, the pupil should be notified

and sent to the Head for a certificate, sticker and choice from the 'Basket of Brilliance'. Teachers who award the HTA should record it on SIMs (Prep) and Class Dojo.

**Incentive stickers** are awarded in Pre-Prep during "*Sticker Assembly*" when good behaviour, work and effort are recognised. Head Teacher's Awards can be given by all teachers teaching Pre-Prep and they should be uploaded onto Class Dojo in the child's profile. Additionally, Pre-Prep children are encouraged to bring outstanding work to the Head to collect a gift from the 'Basket of Brilliance'.

## **BEHAVIOUR AND MANNERS**

High levels of good behaviour, manners and dress are expected by pupils at King's Hawford. Teachers and Teaching Assistants ensure that:

- Pupils raise their hands if they wish to speak or say 'excuse me' and wait to be spoken to.
- Pupils walk calmly around the School. There is no running along the school paths.
- shirts are tucked in and ties (where applicable) are straight and are of appropriate length.
- During mealtimes pupils use quiet voices and do not speak while they have their mouths full. Pupils are encouraged to take their time while eating. When they have finished, they should stay seated until the staff member on duty dismisses them.

## **SANCTIONS**

The aim should always be to achieve a positive outcome and to help children to appreciate that "actions" have "consequences". Children should not be sent to the Head in cases where it would be more appropriate for another member of staff to deal with the problem.

There will be other occasions where a more detailed investigation might be needed or a detailed record might be required and the formal system of sanctions will need to be used, again within the spirit of the school's approach. It is important that staff and children know and understand the agreed identification of what we consider to be unacceptable behaviour, including the use of inappropriate behaviour, in line with a firm and consistent approach across the school.

Where a child is involved in misbehaviour, this should be recorded by the child's teachers on SIMs in order that this information can be available to assist in parental discussions or be available for the Assistant Head to monitor.

Where there is a recurring need to improve a pupils' standard of behaviour, parents/guardians should be kept fully involved and informed. The school believes in forming a partnership with parents/guardians as a vital part of the process of maintaining good standards of behaviour.

The following sanctions apply for matters relating to discipline:

- Verbal reprimand by class teacher or member of staff concerned with incident/class.
- Incident recorded on **SIMs** (examples below).
- Use of **Yellow Card** – all instances recorded on CPOMs, parents/guardians are informed, but no formal meeting required.
- Use of **Red Card** – recorded on CPOMs and meeting between parents/guardians and Head Teacher.
- Parental meeting with Form Teacher/Pastoral Lead/Head Teacher where more than three Yellow Cards have been issued in one term which results in a Red Card.

### Further sanctions

- Immediate referral to the Head.
- Head's Report.
- Specific short-term (external) exclusion (i.e. the remainder of the day).
- Fixed term exclusion.
- Suspension, pending a decision by the Governing Body.

Although the above sanctions are graded, they would not need to be applied strictly in this order. In some cases, it is appropriate to contact parents instantly to discuss matters relating to behaviour.

### SIMs Sanctions

A warning results in a child's behaviour being recorded on SIMs. Three incidents recorded in one day will result in a yellow card (details below). Incidents include:

- **Inappropriate behaviour** (disrespectful to others, lying about an incident, man-handling another child, deliberately irritating others)
- **Poor behaviour in lesson** (not completing work, not being on task, refusing to start work)
- **Disruptive behaviour (in class or outside)** (shouting out in class, talking in line up, not listening to instructions, disrupting other children's games, distracting others in class).

Form teachers should monitor and address incidents by checking the SIMs dashboard regularly but at least at the end of each day.

**Yellow Cards** are given to children on occasions when behaviour does not meet the expectations set out by the school. They will be issued when three separate incidents have been recorded on SIMs in one day. Children will always be advised prior to the award of a Yellow Card of the need to comply. Children should recognise that the card has been given because of a failure to rectify inappropriate behaviour OR that they have made an inappropriate comment in relation to *racism, sexism, homophobia or inappropriate language*. Such incidents will be recorded on CPOMs. The issue of **three Yellow Cards** in one term will result in a **Red Card** and an invitation to parents/guardians to meet with the Head Teacher to discuss issues of behaviour and a way forward. A **Yellow Card** will result in the child missing his/her next available Friday break. They may be asked to complete an appropriate positive task which may be a request for a pupil to write a letter of apology, tidying up the library or other area, or some other meaningful form of community service.

**Red Cards** are given for serious one-off disciplinary offences. They lead to automatic loss of privileges. Parents/guardians will always be advised when a red card has been given. **Red Cards** may be given for a failure to comply with a further instruction following an earlier award of a Yellow Card, physical abuse to another child/member of staff. The child will see the Head Teacher immediately. All Red Cards will be recorded on CPOMs.

Children whose behaviour has given continued cause for concern might be placed on **Head's Report**. The Head will take appropriate action to ensure that the pupil's difficulties are resolved. Targets will be set that will be reviewed by the Head on a daily or weekly basis.

Punishments are likely to be given by the Head and might include:

- Internal exclusion
- Withdrawal from a school event
- Community Service

It is stressed that being on Head's Report is unusual and most difficulties will be overcome before this stage is reached. Parents/guardians will receive notification that their child is on Head's Report and it is usual for a consultation to take place.

### **POSITIVE BEHAVIOUR MANAGEMENT**

Where pupils have exhibited challenging behaviour on a regular basis, it will be expected that they will have a positive behaviour management programme in place. The programme will identify:

- A regime of positive behaviours
- The reasons for the challenging behaviour.
- The early warning signs of challenging behaviours.
- The triggers leading to/causing the challenging behaviour.
- Teaching targets for more effective behaviours.
- How to adapt the environment to optimise the probability of effective behaviour.
- A programme of positive reinforcement and appropriate sanctions.
- Defusing and calming strategies to employ when the early warning signs are exhibited.

Pupils requiring such a programme should be listed on the Support List and parents/guardians consulted.

Parents/guardians must be informed at an early stage when behaviour is likely to be a cause for concern. The Head should be informed in all such cases and the appropriate channels of communication utilised. Through correct use of SIMs, and Yellow/Red Cards, incidents can be immediately recorded. Notes must be kept and filed on all significant contact with parents/guardians including informal chats if discussing the child. (Filed – tbc) The pupil file is on CPOMs.

## Appendix

### **PRE-PREP**

#### Time Out:

On occasions, younger children may need a period of time to reflect on their behaviour. They may be removed from the main class activity for a period but remain within the classroom. Alternatively, children may need to be removed to a calm environment. This should normally be preceded by clear instructions, outlining expectations to the child as follows:

- The child is asked to comply
- A warning is issued, explaining what will occur if the instruction is ignored
- Time out takes place (Time being determined by the teacher, approximately 3 to 4 minutes). An egg timer may be used to show the time set. The Head of Pre-Prep must be made aware of this taking place.

### **EARLY YEARS**

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Rules governing the conduct of the group and the behaviour of the children are discussed and agreed.
- All adults ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Expectations of appropriate behaviour are explained to children in line with their level of understanding and maturity.
- All adults try to provide a positive model for the children regarding friendliness, care and courtesy.
- Positive reinforcement of good behaviour is used with all children throughout the day using a positive Behaviour Board (see notes above).
- Adult's praise and endorse desirable behaviour such as kindness, willingness to share, caring for others, following instructions and good listening.
- Positive steps are taken to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Play-fighting and portrayal of violence is discouraged.

When Children behave in unacceptable ways:

- Physical punishment, such as smacking or shaking, is neither used nor threatened.
- Children are never sent out of the room by themselves
- Techniques intended to single out and humiliate individual children are not used.
- Children who misbehave are given one-to-one adult support in seeing what was wrong and

working towards a better pattern.

- Where appropriate this might be achieved by a period of 'time-out' with an adult.
- In any case of misbehaviour, it will always be made clear to the child in question that it is the behaviour and not the child that is unwelcome.
- Adults remain calm and do not shout or raise their voices in a threatening way.
- Any behavioural problems are handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.

## **Annexe for King's St. Alban's**

### **INTRODUCTION**

The Behaviour Management Policy for King's St. Alban's seeks to closely follow that of King's Senior School. This will ease pupils' (and parents') progression at 11+.

### **FROM A PUPIL'S POINT OF VIEW**

The pupils are encouraged to take the following as the guiding principle that should underpin their behaviour and that of the adults who care for them at school:

*Behave towards other people as you would wish them to behave towards you.*

### **REWARDS**

The above behavioural aims are reinforced by the application of rewards and, where necessary, disciplinary measures.

Positive rewards to be applied are as follow:

**House Points (Rec-6):** awarded for good work, effort or good behaviour, demonstrating growth mindset traits, courtesy and consideration. House Point totals are recorded by the Form Teacher and notified to the Deputy Head. House Point totals are the subject of termly and annual competition.

**Class Reward Jars (Rec-6):** awarded for teamwork, classroom focus in lessons, collaboration, supporting friends, lining up/moving around the school sensibly. Class rewards are recorded in a jar kept in each form room and once the jar is full, a suitable whole class reward is given.

**Growth Mindset Awards (Nur-Yr2):** children in the Pre-Prep learn about how to develop a positive Growth Mindset and this is instilled and encouraged in all of their learning. The traits that the Pre-Prep particularly focus on are: flexibility, the ability to take risks with their learning, independence, perseverance, concentration and working as a team. Each week, children from the Pre-Prep who have demonstrated an excellent and positive Growth Mindset with one of these skills, are presented with a certificate in a whole school assembly by the Headteacher. A general award is also given to one pupil who has demonstrated excellence in other areas of school life.

**Headteacher's Awards:** pupils from Reception to Year 6 are sent to the Head to show and discuss good work (judged on their individual ability) or are commended by the Head for good behaviour. Awards are recognised through a sticker. Postcards are sent home whenever a HTA is awarded. Regular and repeated visits are encouraged.

**Instant rewards:** pupils from Nursery onwards are rewarded with stickers and certificates for instant rewards. In Pre-Prep, stamps/stickers are sent home in the communication book so that good behaviour and work can be celebrated at home with families. This is part of the parent partnership that is developed from the start of the King's St Alban's journey.

### **CONFLICT RESOLUTION**

When dealing with conflict between pupils, a teacher will involve both parties in exploring the difficulty, bringing the issues to the surface. Having done so, the issues are then discussed and agreement reached as to the way forward. The process is kept under close review until a resolution has been achieved. In all but the most straightforward of instances a CPOMS entry will be completed, which then alerts all necessary staff and always alerts both the Deputy Head and the



Head. Where any uncertainty exists as to whether parents/guardians should be informed, the Head (or SLT) should be consulted and any discussion with parents/guardians will be noted on CPOMS. In any case of serious conflict the Head (or Deputy Head) should be consulted in order to agree a way forward, including discussion with parents/guardians.

When pupils misbehave teachers will normally use their experience and skills to deal the pupil appropriately, ensuring as far as possible that they understand the implications/consequences of the mistake made and seeking assurances that they will learn from their experience.

## **SANCTIONS**

Effective behaviour management aims to achieve a positive outcome and to help pupils to appreciate that “actions have consequences”.

### **FLOWCHART OF SANCTIONS AT KING'S ST ALBAN'S**

This is a framework for staff to use and offers different levels of sanctions. This framework is based on the school's policy for behaviour management. The starting point will depend on the type of behaviour/incident. Staff should use their professional judgement within this framework. Except for the first few stages, the Head and Deputy should be kept informed and other relevant staff made aware. The framework should be seen as flexible; it is possible to jump a stage or go in a different order depending on the offence and pupil reaction. Repeated offences of poor behaviour outside the classroom or low-level disruption in the classroom will lead to pupils reaching later stages. The intention, of course, is that early interventions of appropriate sanctions will lead to improvements.

<b>Level</b>	<b>Sanction</b>	<b>Notes</b>
1	Reprimand by class teacher or appropriate member of staff	For a one-off. If no repetition, no need for further action or recording.
2	Issue of Behaviour Point	Pupil is issued with a behaviour point and the inappropriate behaviour is explained to the pupil. Behaviour point is logged on SIMS and Form teacher is informed.
3	Issue of Communication Card (Blue Card)	Pupils take home communication card and discuss incident with parents/guardians. Card contains details of incident and reflection/positive guidance offered in school. Card returned to form teacher and passed on to Deputy Head.
4	Loss of playtime (informal)	Pupils must be supervised. It can be at table outside the staff-room or this may be Time Out on the playground. Working outside the staff room can include an appropriate positive task to be accomplished by way of punishment. Form teacher to be informed. Parents/guardians informed if appropriate. This can include an appropriate positive task to be accomplished by way of punishment.
5	Remove from class / playtime to work with DH or Head	This could be to wait outside classroom for older children (but only for a very short period). It could be to a 'partner class.' It could be to the school office or in more serious cases to work with DH or Head. If they are teaching, pupil to work in silence in their

6	Lunchtime supervision	classroom. Form teacher to be informed and parents/guardians if appropriate.  Pupil to spend lunchtime (1-1.30pm) under supervision of DH or Head. Parents/guardians to be informed. If appropriate, pupil to write and send letter of apology or complete behaviour reflections sheet. Pupils issued with five behaviour points within one week will receive a lunchtime detention.
8	Report card	In discussion with DH or Head. Parents/guardians informed. Progress discussed with pupil and parents/guardians on a regular basis. Time-limited.
9	Remove club / fixture / other event	In discussion with DH or Head. Parents/guardians informed.
10	Head's detention	By arrangement from 4-5pm. Parents/guardians informed.

There are other sanctions beyond this as per the policy and these will be made, if appropriate, by the Head.

- specific short-term exclusion (for the remainder of a day or a lunchtime)
- fixed term exclusion
- suspension, pending a decision by the Governing Body.

Where there is a clear need to improve a pupil's standard of behaviour, parents/guardians should be kept fully involved and informed. The school believes in forming a partnership with parents/guardians as a vital part of the process of maintaining good standards of behaviour.

Although the above sanctions are graded, they would not need to be applied strictly in this order. In some cases, it is appropriate to contact parents/guardians instantly to discuss matters relating to behaviour.

**Behaviour Points** are given to pupils in Rec - Yr 6 on occasions when behaviour does not meet the expectations set out by the school. They may be issued for repeated failure to comply with instructions relating to behaviour in lessons, inconsiderate behaviour around the school or a failure to comply with school rules. Behaviour points are recorded on SIMS and form teachers are therefore made aware. Pupils will be asked by their Form Teacher to explain the reasons for any Behaviour Points they will be made aware that their behaviour is being closely monitored. The issue of five Behaviour Points in a week will normally lead to a lunchtime detention. Behaviour Points are monitored across the school by the Deputy Head.

**KSA Communication Card** (Blue Card) Following an incident of inappropriate behaviour (such as rudeness to staff, defiance, offensive language, aggression, cumulative behaviour points) pupils will be issued with a Communication Card to take home and inform parents/guardians. This Blue Card will contain details of the incident along the reflection and positive guidance that has taken place in school. Parents/guardians are asked to discuss the matter at home and return the signed card back to the Form teacher.

Pupils whose behaviour has given continued cause for concern might be placed on **Head's Report (Interim or Daily/Weekly)**. Working in conjunction with the Form Teacher and, where appropriate, parents/guardians, the Head will take appropriate action to ensure that the pupil's difficulties are resolved. Targets will be set that will be reviewed by the Head and Form teacher on a daily or weekly basis.

Punishments are likely to be given by the Head and might include:

- detention
- withdrawal from a School event e.g. a trip or a fixture

It is stressed that being on Head's Report is very unusual and most difficulties will be overcome before this stage is reached. Parents/guardians will normally be involved in consultation at this stage and, often, earlier. The reporting procedure can be used to give a detailed picture of performance and/or to seek to positively highlight improvement and so encourage progress and greater consistency of improvement.

### **POSITIVE BEHAVIOUR MANAGEMENT**

Where pupils have exhibited challenging behaviour, it will be expected that they will have a positive behaviour management programme in place. The programme will identify some or all of the following:

- the purpose of the challenging behaviour
- the early warning signs of challenging behaviours
- the triggers leading to/causing the challenging behaviour
- targets for achieving more effective behaviours
- how to adapt the environment to optimise the probability of effective behaviour
- a programme of positive reinforcement and appropriate sanctions
- defusing, deescalating and calming strategies to employ when the early warning signs are exhibited.

Pupils requiring such a programme should be listed on the **Learning Support Register** and parents/guardians consulted.

**Academic Tracking:** the need for behaviour management can sometimes relate to academic under-achievement resulting from poor learning skills and/or poor application of learning skills. The Head has overall responsibility for the academic tracking of pupils and will work in conjunction with the Deputy Head, the Assistant Head of Pre Prep, the DOS, Form Teachers, the SENDCo and, where appropriate, parents/guardians, in order to monitor and support individual pupil needs in this respect.

Refer to KSA Policy: Curriculum, Teaching and Learning including guidance on assessment, recording and reporting – all found as an Annexe to the Policy.

### **TIME-OUT – PRE-PREPARATORY DEPARTMENT PUPILS**

On occasions, younger pupils may need a period of time to reflect on their behaviour. They may be removed from the main class activity for a period of time, but remain within the classroom. Alternatively, pupils may need to be removed to a calm environment. This should normally be preceded by clear instructions, outlining expectations to the child as follows:

- the child is asked to comply
- a warning is issued, explaining what will occur if the instruction is ignored
- time out takes place (time being determined by the teacher, approximately 3 to 4 minutes).