



Behaviour Management Policy

Introduction

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.

Through our five core values of **ambition, resilience, humility, creativity** and **kindness** we strive to achieve our vision that every member of our community will be **curious, caring and confident**, fulfilling our mission to seek **excellence in all we do** and provide an **outstanding preparation for life**.

The Behaviour Management Policy is designed with these values, vision and mission in mind. It ensures that there is a clarity of expectation for all pupils, clear and fair processes for addressing instances of misbehaviour, and celebrating positive behaviour. Corporal punishment is expressly forbidden.

It is important to note that pupils represent King's at all times. Therefore, all aspects of this policy apply to pupils both during school hours and in any outside context which may impinge or reflect on the School. This applies whether school uniform is being worn or not, both online and offline, and during school educational visits and trips.

Pupil voice is vital in order to understand and respond to the experiences of children. This is done in an age-appropriate way across the Foundation, for example via pastoral sessions, School Council, 'worry boxes', and pupil surveys. Pupils in the Senior School are also able to report concerns online via the Student Voice platform.

This policy is written to be in line with and implemented alongside the following related policies:

- Foundation School Rules
- Safeguarding Policy
- Parent Contract
- Rewards Policy
- Staff Code of Conduct
- Anti-bullying Policy
- Managing Pupil Progress Policy
- Pupil Acceptable Use Policy
- Suspensions and Exclusions Policy

In addition, this policy, along with its implementation, is written in line with the following government guidance and statements:

- Keeping Children Safe in Education, 2023
- Behaviour in Schools, 2024
- Equality Act, 2010
- Searching, Screening and Confiscation, 2022

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 Foundation 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, if set, 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.

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. Never walk past.
- Use iSAMs to record behaviour and action taken.
- Pastoral Teams will brief all new pupils on the Foundation 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.
- Recognise and praise positive behaviours.
- Use language of choice and warnings to direct pupils to better behaviour.
- Be calm and take time when going through these steps.
- Use a 2-to-5 minute detention at the first possible break as a sanction (At KSW only).

Parents and guardians 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 Foundation School Rules and that they will undertake to support the authority of the Foundation Head/Prep School Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the Foundation community as a whole.

Review

This policy will be reviewed by the Deputy Head Pastoral of KSW, the Head of KSA and the Head of KSH, annually or at more frequent intervals if there are relevant legislative changes, and/or the evaluation of the policy highlights the need for a review.

Authorised by	Resolution of the Governors
Signature	 
Date adopted	20 May 2024
Revised on	03 June 2024
Review due	01 April 2025
Circulation	Members of Governors/ all staff / parents / pupils [on request]

Appendix 1 – Additional roles in managing behaviour at the Senior School

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

Heads of Department

Heads of Department should stand alongside colleagues to support, guide, model and show a unified consistency to pupils. They will:

- Be a visible presence in the department to encourage appropriate conduct.
- Support staff in returning pupils to learning by sitting in on/facilitating 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 iSAMs.

Pastoral Staff and Pastoral Leaders

Form Tutors, Year Group Tutors and House Tutors should stand alongside colleagues to support, guide, model and show a unified consistency to pupils. They will:

- Regularly celebrate achievements of pupils whose efforts exceed expectations.
- Spot patterns of behaviour and discuss with pupils, and their parents and guardians.
- 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 will:

- Be a visible presence to encourage appropriate conduct.
- Support staff in returning pupils to learning by sitting in on/facilitating 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. 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.
- Review provision for pupils who fall beyond the range of written policies.

Appendix 2 – Sanctions in the Senior School

Introduction

It is expected that pupils will respond to the Foundation's positive encouragement and rewards and will comply with the Foundation School Rules. However, the Senior School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour expected by the Foundation. Sanctions assist the School in enforcing the School Rules, help to set boundaries and to manage unacceptable or challenging behaviour from pupils. Discriminatory or extremist opinions or behaviours will be addressed and challenged as a matter of routine. All misbehaviour or disciplinary incidences will be dealt with as soon as practicable. Pupil's attendance at detentions should take precedence over other activities, including school fixtures and out of school clubs, activities and employment.

	When	Length of time	Issued by	Administered by	Recorded on
Informal detention	At the nearest available break time or in lesson transfer time	2-5 minutes	Any member of staff	The issuing member of staff	iSAMs
Pastoral detention	Short break or long break	20-30 minutes	House Tutor, Head or Assistant Head of Section, or any member of SLT	The issuing member of staff	iSAMs
Department detention	Short break or long break	20-30 mins	Head of Department, Head or Assistant Head of Section, any member of SLT	The issuing member of staff	iSAMs

After school detention	Tuesdays and Thursdays, 3:50pm – 4:50pm	1 hour	House Tutor, Head of Department, Head or Assistant Head of Section, any member of SLT	The issuing member of staff and the School Office. Parents and guardians are informed in writing by the School Office.	iSAMs
Saturday detention	Saturday, 9am – 11am	2 hours	House Tutors, Head or Assistant Head of Section, or Deputy Head Pastoral	The Deputy Head Pastoral and the School Office. Parents and guardians are informed in writing by the School Office	iSAMs and the serious sanctions log
Suspension	See the Suspensions and Exclusions Policy for full details		Foundation Head, or the Senior Deputy, or the Head of the respective Prep School	The serious sanctions log and sanctions decisions log	
Exclusion	See the Suspensions and Exclusions Policy for full details		Foundation Head, or the Senior Deputy, or the Head of the respective Prep School	The serious sanctions log and sanctions decisions log	

Suspension and Exclusion

The Foundation's Suspensions and Exclusions Policy is 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 Foundation Head, or the Senior Deputy, or the Head of the respective Prep School, can impose for serious breaches of the School Rules.

These sanctions, in accordance with the Foundation's Suspensions and Exclusions Policy, may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

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 and vulnerable pupils

In applying this policy in its entirety, and in considering each decision that arises from its application, especially those with serious consequences such as higher order sanctions, the Foundation will take responsible steps to avoid placing children with SEND or a particular vulnerability at a disadvantage compared to other children. This is in accordance with the Foundation's obligations under the Equality Act 2010.

Record-Keeping

The Foundation has a confidential log of serious sanctions across the Foundation that is maintained by the Deputy Head Pastoral at KSW and the Heads of KSA and KSH. The log notes the date, school, pupil involved, nature of the incident, sanction issued and whether protected characteristics have been a factor in the matter. This log is reported to Governors three times a year.

Appendix 3 – Interventions in the Senior School

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

Behaviour Points

These are used to record instances where a pupil's behaviour has not met school expectations in any area. Behaviour Points are not sanctions in and of themselves, rather they are an information share, to allow for members of a pupil's pastoral team, and the pupil themselves, to be aware that expectations on a particular occasion have not been met. Furthermore, where appropriate, they act as a record of the processes of redress and restorative action which take place in immediate response to instances of expectations not having been met. Behaviour Points are recorded on iSAMs, by the issuing members of staff. Patterns and trends of Behaviour Points and their accumulation are monitored over time by a pupil's pastoral team. They may be used to inform dialogue with parents and guardians and may lead to pupils being referred to the Managing Pupil Progress Framework or sanctions being issued.

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 Year Group 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 the intervention, associated targets and hoped outcome. It is recommended that the initial contact is made by phone.
- Issue the Progress Book and enter the details on iSAMs.
- 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. The Managing Pupil Progress framework is available on Firefly or [click here](#).

Monitoring and evaluation of behaviour

Incidences and patterns of ongoing poor behaviour will be monitored, and interventions will be reviewed to assess their efficacy. Escalated responses will be considered where necessary.

Suspected criminal behaviour

In cases when the School suspects criminal behaviour, an initial assessment will be made as to whether an incident should be reported to the Police only by gathering enough information to establish the facts of the case. Once a decision is made to report the incident to the Police, the School will ensure any further action taken does not interfere with any Police action taken. However, the School retains the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action. When making a report to the Police, it will often be appropriate to make in tandem a report to local children's social care. In almost all cases, parents and guardians will be informed when School reports a matter to the Police.

Appendix 4 – Types of misbehaviour

The Foundation refers to 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 application of sanctions.
- Consistency and fairness in the application of sanctions.

The non-exhaustive indicative 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.

Low-level Misbehaviour:

- Late arrival to class or morning form time.
- Eating in class.
- Chewing gum.
- Unacceptable level of effort in school learning and activities.
- Making a money collection in school, without permission.
- Entering restricted areas or the school site, without permission.
- Wearing headphones around school.
- Parking inappropriately.
- Failure to comply with the Sixth Form Dress Code or Uniform Guide and Rules.

Medium-level Misbehaviour:

- Persistent late arrival to class or morning form time.
- Repeated gum-chewing.
- Destructive and/or nuisance behaviour.
- One-off case of inappropriate language.
- Defacement of school property.
- Bringing non-King's pupils onto the school site, without permission.
- Going off the premises without permission in the school day.
- Use of the internet/network which does not comply with the Acceptable Use Policy
- Use of mobile phones which does not comply with the Acceptable Use Policy
- Driving to school without Tutor's knowledge.
- Going in another's car without correct permission.
- Repeated failure to comply with the Sixth Form Dress Code or Uniform Guide and Rules

Serious Misbehaviour

- Failure to attend lessons (including Games, Key Skills, SPS), morning arrangements (including tutor time, assembly or Cathedral service) without correct prior permission.
- 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.
- Smoking, including vaping.
- Consuming and/or being under the influence of alcohol or other banned substances.
- Possession of banned items.
- Academic malpractice, including cheating or plagiarism.
- Hacking and/or wilful damage to the School 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 social media to make abusive or offensive remarks to or about others.
- Contacting the press without permission.
- Gambling.
- Visiting licensed premises, such as a pub or bar, 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.
- Persistent or malicious refusal to follow the Foundation School Rules.
- Refusal to remain within the spirit and provision of Foundation policies.
- Bringing the Foundation into disrepute.
- Repeated, unsafe or disruptive behaviour.
- Dangerous driving on or around the school site.
- Vandalism and damage to school property.
- Theft of school or other pupils' or staff property.
- Acts of or incitement to intimidation, harassment, violence or bullying, in person or online.
- Arson.
- Racist, sexist, misogynistic, transphobic and/or homophobic insults, acts or deliberate misuse of language.
- Child-on-child abuse.

- Sexual violence and sexual harassment.
- Bringing illegal or certain legal drugs (including tobacco, vapes, alcohol, solvents) into school.
- Evidence of drug misuse and/or sales in the school community.
- Bringing weapons, prohibited items or offensive substances or materials into school.
- Engagement in overly physical and/or violent interactions or altercations.

Appendix 5 – Reasonable force, search and confiscation

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 Foundation Head/Prep School 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 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, staff 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).

Factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate 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 Foundation Head/prep School Head immediately after s/he has needed to restrain a pupil physically.

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

The Searching and Confiscation of a Pupil's Possessions:

Searching can play a critical role in ensuring that the School is a safe environment for all pupils and staff. The School has a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed here:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- fireworks
- pornographic or offensive images
- any item related to smoking or vaping
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to property of any person.

At King's, the Foundation Head authorises the members of the Senior Leadership Team to undertake searches and confiscations.

When considering and undertaking a search, the School will refer to and follow the Department for Education's advice for schools document '[Searching, Screening and Confiscation](#)' (July 2022)

Searches will be recorded by the authorised member of staff via the [Record of Search and Confiscation Form](#). These records are kept by the Deputy Head Pastoral/Designated Safeguarding Lead.

Appendix 6 – Parental involvement

Parents and guardians who accept a place for their child at the Foundation undertake to uphold the Foundation's policies and regulations, including this Behaviour Management Policy, when they sign the Parent Contract.

The Foundation values a close working relationship with parents and guardians and encourages them to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of school. In particular, the Foundation expects parents and guardians to support in matters such as attendance and punctuality, behaviour and conduct, uniform, online interactions, standards of academic work, extra-curricular activities and completion of homework.

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

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

Annexe for King's Hawford

INTRODUCTION

The Behaviour Management Policy for King's Hawford seeks to closely follow and support the values of the Foundation. This will ease pupils' (and parents'/guardians') progression at 11+.

VALUES

The aforementioned values of Ambition, Resilience, Humility, Creativity and above all, Kindness, underpin this policy and its implementation.

Our school promotes an ethos of tolerance and mutual respect. 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.

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 Pupil Parliament :

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. Children are expected to abide by the Foundation School Rules at all 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 values of the Foundation.

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.
- **Headmaster's Awards** – recognition of excellent work or other significant positive contribution.
- Notification to parents/guardians 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.

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 = *Headmaster's Award (HMA) – 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 the MIS. Subject merits and HMAs will cumulate as positives on the MIS. Work should be of a very good standard for the ability of the child.

Headmaster'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 HMA has been awarded, the pupil should be notified and sent to the Head for a certificate (presented in assembly), sticker and then return for a treat at morning break on Friday (usually a brownie, cookie etc). Teachers who award the HMA should record it on the MIS (Prep) and Class Dojo.

Incentive stickers are awarded in Pre-Prep during "*Sticker Assembly*" when good behaviour, manners, work and effort are recognised. Headmaster'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.

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 the MIS in order that this information can be available to assist in parental discussions or be available for the Assistant Head Pastoral 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 *the MIS* (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 where more than three Yellow Cards have been issued in one term which results in a Red Card.

Suspension and Exclusion

The Foundation’s Suspensions and Exclusions Policy is 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 Foundation Head, or the Senior Deputy, or the Head of the respective Prep School, can impose for serious breaches of the Foundation School Rules.

These sanctions, in accordance with the Foundation’s Suspensions and Exclusions Policy, may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

MIS Sanctions

A warning results in a child’s behaviour being recorded on the MIS . 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 MIS 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 the MIS in one day. Children will always be advised prior to the award of a Yellow Card of the need to comply. Children will always be aware of the reason why this sanction has been applied and a restorative conversation with either the Assistant Head Pastoral or the Head, will always take place. 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 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, or initiating a physical altercation, for example. The child will see the Head 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 with all staff informed in Friday flagging.

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 the MIS, and Yellow/Red Cards, incidents can be immediately recorded. Notes must be kept and filed on CPOMS of all significant contact with parents/guardians including informal chats if discussing the child.

Appendix for 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).
- Adults will 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'/guardians') 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. We aim to be positive in our approach to managing children's behaviour in order to support their well-being at school and to encourage them to feel proud of their achievements.

Positive rewards to be applied are as follows:

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 (HTA): 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. Any instances are dealt with sensitively and calmly in order to support the children to identify and resolve any difficulties they are experiencing with managing their behaviour.

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.

Level	Sanction	Notes
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 iSAMs 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 (DH).
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

5	Remove from class/playtime to work with DH or Head	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.
6	Lunchtime supervision	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 classroom. Form Teacher to be informed and parents/guardians if appropriate.
7	Report card	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	Remove club/fixture/other event	In discussion with DH or Head. Parents/guardians informed. Progress discussed with pupil and parents/guardians on a regular basis. Time-limited.
9	Head's detention	In discussion with DH or Head. Parents/guardians informed.
		By arrangement from 4-5pm. Parents/guardians informed.

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 iSAMs 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. This process will also include investigating reasons and causes of the challenging behaviour, including exploring any mental health or well-being challenges the children might be experiencing.

SUSPENSION AND EXCLUSION

The Foundation's Suspensions and Exclusions Policy is 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 Foundation Head, or the Senior Deputy, or the Head of the respective Prep School, can impose for serious breaches of the Foundation School Rules.

These sanctions, in accordance with the Foundation's Suspensions and Exclusions Policy, may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

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
- any signs of mental health challenges or persistently low levels of well-being causing the challenging behaviour.

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).